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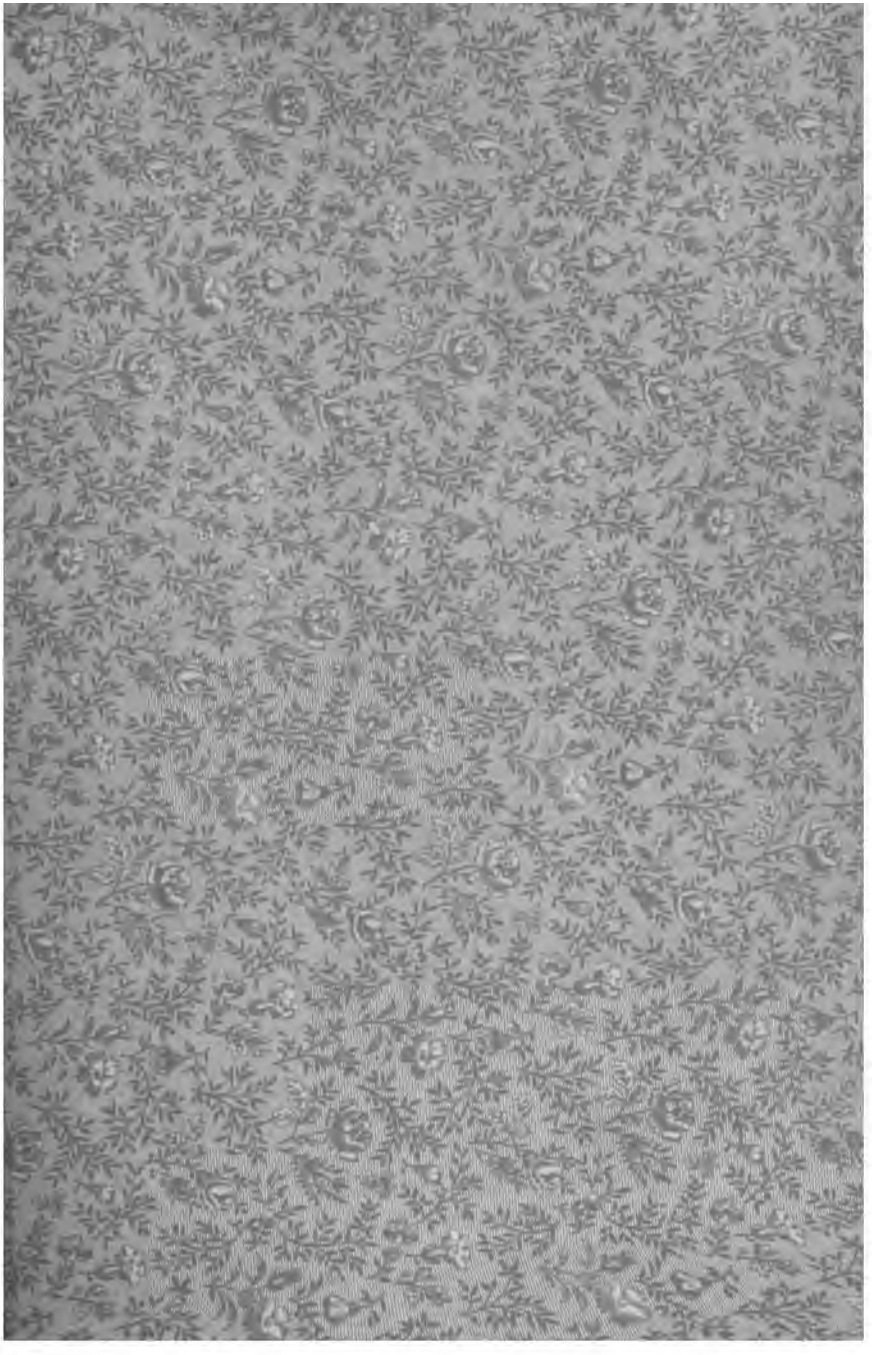
1000 WAYS
OF
1000 TEACHERS



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1000 WAYS

OF

1000 TEACHERS

BEING A COMPILATION OF METHODS OF INSTRUCTION AND DISCIPLINE PRACTICED BY PROMINENT PUBLIC SCHOOL TEACHERS OF THE COUNTRY

By A. C. MASON.

"Let me advise you to make a variety in your modes of teaching. If you have been teaching in one way that you think is best, take another way to-morrow. The new way will be a revelation to some of your dull pupils, with whom you have been unable to do anything."—Supt. F. W. Parker, Mass.

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1882

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PREFACE.

THIS volume is not the expression of the peculiar views of one person, but rather a collection of the ways of many. The author has aimed to include in it such suggestions on school management and discipline as the teacher, occupied and perhaps worried with the every-day duties of the schoolroom, would not think of; such a variety of exercises as will renew the interest of pupils in their school work, and such methods of instruction as will give a restful change to both teacher and pupils in class recitations. It is therefore not intended for consecutive reading.

The ideas contained therein have been gathered from experience, reading, and an extensive correspondence with those who are acknowledged now to be successful workers in the schoolroom. The author does not claim that these methods and maxims are the only perfect ones. To set up such a claim would be absurd. The book is not designed for instructors in the high-school studies, but for the great number of teachers of the common English branches who have a desire for the right accomplishment of their work, and are willing to profit by the experience of others.

In short, the book is a volume of experiences, and suggestions gleaned from experience. If it meets the approbation of the working teacher, the credit will be due more to those whose ideas are embodied in it than to him who collected and compiled them.

A. C. M.

Jacksonville, Ill.

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INTRODUCTORY.

WHATEVER changes the near future may bring to our present system of free schools, the branches treated of in this volume will continue to be the fundamentals of an English education. Bearing on this subject of pending changes the following opinions of men whose position and reputation entitle them to consideration are presented.

A school is a business institution created for specific purposes. It should be conducted in all of its management upon the principles of business. Its business is to assist, as being one of the many corporations created and fostered by the state, in increasing the wealth by increasing the productive power of the state. These ends are served when the attending learners are acquiring sound knowledge in the sciences and the arts, when they are learning to respect authority, when they are cherishing a proper self-respect, when they are understanding their relation to their peers, when they are establishing the imperative habits demanded by business, when they are founding all their dealings on the general principles of law, morals, and religion.—*J. H. Hoose.*

The safety of the state requires that all her citizens should know the difference between right and wrong.

Surely, it is of quite as much importance to *do* right as it is to spell right, yet how insignificant is the time given to one in comparison with what we spend on the other; the question is, Shall morality be taught indirectly, spasmodically, and according to the whim of the individual? or, Shall it be taught systematically, continuously, and with the weight of superior authority? Would not mental development be as effectually secured by the discussion of problems of right and wrong in conduct as by correcting bad English, making out lists of long rivers, or extracting square and cubic roots?

My opinion is, that elements of personal and social morality, principles of good behavior in the family and in the world, the elements of political economy, the nature and relations of money, capital, labor and wages, can be made as accessible to the young as the elements of grammar and arithmetic—and much more interesting. There are heights in all subjects which the young cannot climb. There are depths which they cannot penetrate; but there are also wide plains where they can freely roam and gather flowers of useful knowledge. I would have these fields opened up to the younger as well as the older pupils. It is not necessary for them to scale the mountain heights until their limbs are stronger. —*M. A. Newell.*

Intelligent economy does not require that our system cost *less* but that it produce *more.* Educational business should be conducted on the sound business principles which make the success of other callings.—*J. H. Smart.*

More attention should be given to the education of people for work. Our system of education, judged by

its fruits, is not sufficiently practical. Our public school leading should be not to the higher education, but towards mills, workshops, and farms.—*J. P. Wickersham.*

The average country school of to-day does not so well qualify the average pupil for the struggle of life as he now finds it as did the same school a generation ago qualify this pupil's father for the simpler and less exacting demands of that period.—*Edward Searing.*

Our school work is not as well adapted to the wants of our people as it ought to be in the following among other particulars: 1. It is too bookish. The book is taught instead of the subject; words are taught instead of ideas; the relations of words are taught instead of the relations of thoughts or things. 2. Our courses contain too many things. The *multitude of subjects* studied precludes the formation of habits of continued work at one thing. 3. The studies pursued are too often dictated by fashion instead of being adopted from a consideration of their fitness. For working people who do not take an extended education, book keeping is a much more useful study than algebra, yet the latter is studied by ten times as many people as the former—because it is the fashion. 4. There is too much cultivation of the knowing powers to the exclusion of the active. A man's intellectual standing should not be measured by what he *knows*, but by what he *can do*. Knowledge is not power, but only a condition for the attainment of power.—*S. R. Thompson.*

Does public education pay in industrial power, in civic ability, in public and private virtue? If it does *not* pay

is it not time to insist that it take a new direction, that it give more training and less cramming, that it impart more knowledge of things necessary to be known, and less of things a knowledge of which may be deferred, or is useless to the mass of pupils?—*E. S. Carr.*

The most important educational problem of our day is the introduction of "industrial education" into the existing organism of our public schools.—*Dr. Erasmus Schwab.*

The signs of the times indicate that there is a growing demand for more practical work in our public schools. This means not only that our schools teach the boys and girls more in the common branches that will be of value to them, but also that they fit the former for industrial pursuits and the latter for the duties of the household. The methods compiled in this volume have reference only to the management of our schools *as they are.* A collection of the views of leading educators concerning "industrial education" would be of sufficient value to constitute a volume by itself.

CHAPTER I.

OPENING AND CLOSING OF SCHOOL.

"How shall I open my school?" is a question that arises frequently in the mind of the experienced teacher as well as in that of the beginner. The former thinks upon it from a force of circumstances, either he himself tires of the same old method, or else his pupils show by their listless observance of the form that it has to them no attraction. The latter, most likely, has no clearly defined idea of *just what to do.* The opening of his school is perhaps the most difficult duty he has to perform.

A variety in the manner of opening school day after day may be necessary in order that both teacher and pupil keep up their interest in this important part of the day's exercises.

For the benefit of those who desire to know how other teachers do, the following methods of opening school are given here.

METHODS OF TEACHERS.

The school does not know what the opening exercises are to be, for I constantly change them. The following is a partial list: Singing by the whole school. Song by one or more. Declamation. Recitation. Essay. Se-

lected Reading. Pronouncing exercise from list of words on board. Important facts presented and suggestions made by pupils. Biographical sketches or anything else of interest that may present itself. I of course have the matters arranged before-hand with the parties to act so that preparations will be duly made.—*L. B. Irvin.*

I open with singing, encouraging all to assist; prayer short, pointed, and practical, and sometimes reading a few verses from the Bible which contain a practical lesson. I frequently read a short comic, pathetic, or instructive selection from the best standard authors, always endeavoring to say something which will interest or sometimes amuse the pupils, but never weary them. —*W. H. Campbell.*

We have roll-call, Scripture reading, (pupils alternating with teacher), chanting Lord's Prayer, and singing some piece of glee music.—*A. K. Carmichael.*

Immediately after roll-call, I have various pupils (six or eight) rise and repeat a proverb or moral maxim previously prepared and made known to me, so that no two have the same.—*Anonymous.*

I open my school as follows: 1. Singing. 2. Short Scripture lesson. 3. The Lord's Prayer in concert. 4. Singing. 5. Roll-call.—*A. F. Jenks.*

I open school by reading (myself) a few verses from the Bible without comment. The pupils then stand and (as many as will voluntarily) repeat the Lord's

Prayer with me. We then sing some familiar piece, perhaps one they have learned in Sunday school.—*S. C. Bond.*

The method to be used in obtaining pupils' names will depend to a great extent upon the grade of pupils. According to circumstances the teacher may call for all those whose last name begins with "A" to stand, or raise the hand until all are taken. Then for those beginning with "B," and so on. This method is used very satisfactorily in taking the names of pupils in the various classes.

Or, slips on paper may be passed to the pupils by the teacher, upon which they are to write their name, age, and perhaps the studies which they pursued during the last term of school.

Or, if the teacher does not care to take the names alphabetically, he may call for those in whose last name there are *three* letters, and next *four* letters, etc.; this will attract their attention.

Or, he may for a diversion call for those whose last name ends with a certain letter; as "a," "b," "c," etc.; this will cause all eyes to be open and attentive.

Or, a paper may be started in a certain corner of the room to be passed from pupil to pupil regularly up and down the rows until all are taken.

Or, if but few are present, time may be taken to go to each one individually.

Or, each pupil may be requested simply to leave his name with the teacher by writing or communicating it verbally.

Or, if the old roll of the school be preserved it would be well to call it and mark those not present. In this, to familiarize the teacher with the pupil, it is a good idea to have the pupil rise as his name is called, that the teacher may see him and thereby know him.

On the first day of school, after obtaining the names of the pupils, select some branch such as Spelling or Arithmetic, in which you can assign all work, and get them all to studying as soon as possible, thereby giving you opportunity to organize at greater leisure. Have your plan so well laid that you can keep them profitably busy the whole of the first day.

It is too much to ask of pupils that they understand absolutely the meaning of every word they read. The teacher frequently calls for meanings which he himself is unable to give. The pupil may have an idea of the meaning of a word and yet be unable to express it.—*Anonymous.*

We vary our opening exercises by having occasionally concert drill on History, Civil Government, Botany, or some other branch.—*G. W. Cullison.*

Assign a number to each pupil, beginning at 1.

At the time for roll-call the pupils present name their numbers in order, the teacher calls the names of the absent ones and writes them on the board. This place

should be near the entrance, that tardy ones may cross their numbers and mark opposite the number of minutes late. At the close of the session tardy pupils and those absent at previous sessions remain at desks to give verbal or written excuses.—*Anonymous.*

Instead of the Bible reading and prayer, the school recite together some appropriate prose or poetry verse as for instance:

> If wisdom's ways you would wisely seek,
> These things observe with care:
> *Of* whom you speak, *to* whom you speak,
> And *when*, and *how*, and *where*.—*Anonymous.*

We open by singing, followed by short talks on familiar topics or matters pertaining to school work and discipline.—*H. E. Hale.*

The roll may be called by the pupils calling their own numbers from *one* up. Or by the teacher calling names, and pupils responding. Or by monitors reporting rows. Or some pupil especially delegated may report delinquents at night.

The Scripture reading may be varied by pupils reading after the teacher; reading alternately; reading responsively, the teacher giving the first and the pupil the last part of the verse. The teacher may read first, then the boys, and next the girls. Various pupils called on individually may read. The teacher or the school may read the selection; or the teacher and school together.

I read short appropriate selections, and offer a short prayer *while the pupils stand.—J. C. Gregg.*

I have no formal method of opening school, but *proceed to work* as soon as pupils are seated.—*F. A. Fogg.*

We open school by reading a chapter in the Bible and on Monday mornings vary by having each pupil recite a "Scriptural quotation."—*J. B. Echling.*

We open school with singing. The music is not necessarily of a devotional character.—*H. C. Speer.*

We have no regular stereotyped method of opening school. My belief is that more depends upon the *manner* than the *matter* of the exercises.—*C. S. Locke.*

The most satisfactory opening is the simplest.—*H. H. Ballard.*

During the opening exercises have all books put away and let there be no studying.

"Memory Gems," published by D. Appleton & Co., N. Y., is an excellent work from which to select exercises suitable for opening.

Various subjects may be taken up, such as honor, truthfulness, neatness, promptness, accuracy, economy, pleasantness, dignity, politeness, cheerfulness, forbearance, etc., upon any one of which the teacher may make some remarks that are to the point and practical

enough to leave upon the minds of the pupils the thought that they must put into practice particularly during the day the things he mentions. If the subject spoken of be Economy, let the idea be in each and every thing done by both teacher and pupil throughout the day in all the little details—ECONOMY; in time, in chalk, in paper, in ink, in space at board and upon slates, etc. If the subject be Cheerfulness, let the idea of cheerfulness in conversation, in work, in recess, in difficult or unpleasant tasks, in going to and from school, etc., be impressed. One word may be used for such a period as the teacher thinks necessary.—*Samuel Paisley.*

Any rule or remark that is necessary, I make at the opening, since *it is a good time to make an impression.* —*Anonymous.*

A general question left over from one day to the next may very properly be called up before the first recitation.

It is also the time to inform those who have been absent where the lessons are; or permit them to find out for themselves.

Long speeches as a rule are unfruitful of good results. —*Anonymous.*

The following is suggested as a good way of keeping the daily register: Let an absence be indicated by |, this crossed, (+) will stand for tardy. A withdrawal from the school by *W*, returned or registered by *R*,

and transferred by *T*, after this placing the "whence" or "whither" of the transfer. Let the register be a complete history of each pupil's school life, his age, time of entering, time of leaving, cause, etc.—*Teacher's Hand Book.*

I close the opening exercises with remarks of encouragement, admonition, or instruction, as the case may be, striving to induce the feeling that I am interested in all their welfare—spiritual, mental, and physical, and their duties and recreations.—*W. A. Buxton.*

Leave a short study period between the opening exercises and the first recitation.

All lists of names for the convenience of the teacher should be alphabetically arranged.

I was present at the opening exercises at the Westfield Normal School a few days ago and was much pleased. First a psalm was read responsively, then a few verses from a chapter in James by the principal. Two verses of a hymn were sung, a short prayer was offered by the principal, and all joined in repeating the Lord's Prayer.—*W. B. Rice.*

The teacher should especially guard against having such a rush of work come to a focus at the hour of closing that the school must be dismissed in confusion, some pupils with their work half done, others restless and confused, going out without regard to order or quiet. Better call all work to a close a few minutes

before the time for dismissal and have all pass out quietly and in order.—*Anonymous.*

I have lying upon my desk a plot of the room with the name of each pupil written upon the desk he occupies. A glance over the room and then at the plot will tell me just who are absent.—*D. R. Hatch.*

Sometimes I wrote upon the board a form for opening every day in the week and continued the course for several weeks. These the pupils recited with me in the opening exercises.—*Fowle.*

To check and perhaps prevent noise when the pupils are dismissed at night, let the girls go first one night and the boys the next, etc., to see who can pass out the more quietly.

Occasionally put the question in the evening, "What have you learned to-day that you did not know before?" and let the answer be taken from a number of pupils.

Teachers desiring a variety of daily devotional exercises already arranged can find the same in "Brooks' School Manual of Devotion," published by A. S. Barnes & Co.

Have the pupils rise during roll-call and as each calls his number let him be seated. This teaches the scholars to pay close attention and saves time.—*Clyman.*

CHAPTER II.

READING.

I teach my pupils that as in adding and subtracting in Arithmetic we take one figure at a time, so in Reading we take but one syllable at a time; and that to read well consists only in *pronouncing each syllable clearly* and with good inflection. Long words should be no bugbear to them. I frequently take time to write out such upon the blackboard, carefully marking the accented syllables and have pupils individually and the class collectively pronounce them; especially such words as nec'es sa'ry and in'flu en'tial and others that are of frequent use.—*Anonymous.*

Let the teacher take the part of the pupil and the pupil the part of the teacher. Let the teacher read incorrectly and request the pupil to tell wherein wrong. The teacher can show the pupil his error by reading exactly as he does.

There are certain paragraphs that are valuable for the class to commit to memory. An exercise of this kind thrown in occasionally will lend interest to the lesson. Let all close books (including the teacher) ex-

cept one, who reads a line or sentence and the class with teacher repeats. Do not take too much at once, and take something which is of itself worthy of recollection.

Use stories occasionally from good journals or magazines. Or let a certain pupil read to the class from the home newspaper.

To test good reading let the books of those who listen be closed, and have them mention what *sounds wrong* to them, or what is read so incorrectly that they do not catch the meaning.—*Anonymous.*

That method is best which makes the pupil *think* most.—*W. R. Comings.*

Encourage home practice and be not particular that it be upon the next lesson. Let the reading lesson be to cultivate a taste for reading.

Have the pupil pronounce columns of words having no connection; as in the spelling lesson.

To teach accuracy let the pupil be caused to read the paragraph or stanza backward, word by word. This is a good exercise for those who are apt to read too hastily or indistinctly. It will cause them to look more closely and be more accurate.—*Anonymous.*

To keep little children busy set them to copying the Reading lesson. Be sure that they put in all the capitals and punctuation marks. Look the work over yourself, or give to older pupils to correct.—*Mrs. F. M. Case.*

No pupil should be permitted to read a selection until every word in it is so familiar as to be pronounced at sight.—*Alston Ellis.*

Allow one pupil to read consecutively two or three paragraphs sometimes, and do not be afraid to have him stop in the middle of a paragraph or at some "*by station*" for another to go on — *Anonymous.*

"Read it again and see if you cannot do better," is advice which should be given only to the higher grades and older pupils. The young are not supposed to know what is best.—*Anonymous.*

Lay out your work ahead.

Study the sense of the piece; for only when it is understood can the reading be intelligent. Do not attempt professional or elocutionary reading. That belongs to higher schools, the same as Trigonometry and Surveying follow Arithmetic in the Academy or College.—*Anonymous.*

I adapt the piece to the capacity and taste of the pupil. I have them read so distinctly as to be readily understood. I have them read as if the language were their own. I frequently put the question, "Who can give a more natural expression?" Also, "In doing so, how do you enunciate, emphasize, and inflect differently from the one who read before you?"—*W. H. Beaman.*

Grammar can be taught incidentally by calling attention to any peculiar grammatical constructions. Direct

their notice to the fact that some descriptions and narrations are finer than others, because in them the Adjectives and Adverbs are used more abundantly and to a better advantage.—*McGuffey.*

Accept suggestions from pupils as to how an expression should be rendered; but permit no criticisms upon a rendition you know is right. *Be sure you are right.* —*Anonymous.*

Let one pupil read until called down for a mistake.

Drill the class until they are familiar with one paragraph, then let them read it in concert.

Have some favorite piece, and drill on one paragraph each day.

Let the class choose sides and correct each other.

Let each pupil in the class have a blank book in which he shall write each day one rule dictated by the teacher and then commit it to memory.—*W. A. Beer.*

Let Reading be *Reading.* Have abundance of it by the pupils and not *too* much by the teacher. Have a whole hour occasionally of nothing but *reading.* If the class needs it, give them practice with little or no outside questioning.

It is well to have the paragraph read through by the pupil first. Then *all* errors corrected by the class. Then drill—line by line, or sentence by sentence. Insist on distinct enunciation.—*Anonymous.*

At each lesson the teacher and the members of the class may alternately read word by word as rapidly as

may be compatible with accuracy. This is an excellent practice, cultivating attention and enabling pupils readily to recognize words at sight.—*W. F. Phelps.*

To break up too rapid reading let the pupil stop between the words until the teacher says "*one*," or gives a signal; or let the pupil be caused to pronounce each word twice.—*Anonymous.*

Bring out a general truth wherever it is possible. Enforce a practical lesson also as opportunity offers.

Let a certain paragraph be assigned for spelling each day.

Read with the pupils. Let one who reads rapidly read with one whose speed is slower.

Let one pupil read to a certain punctuation mark, another to the next, and so on. This can be successful only when the pupils are so seated that they know who is to go on, without a name being called.

Have frequent general lessons on the sounds of letters, pitch, stress, volume, etc.

Let the eye be a word or two ahead of the one pronounced. This is the secret of reading well strange or new pieces.

Confidence is essential to good reading. It is to be encouraged by much practice and by *feeling sure* of one's *ability.*

To test good reading, let a pupil be required to make a *certain* number of mistakes in a paragraph (as, for instance, five,) and no more.

Have written topics with inflections, emphasis, etc., marked. Let these be given to the pupils to practice and be prepared upon the next day. A little time spent by the teacher in preparing such, will amply repay him by the increased energy with which the pupils will take hold of the study.—*Anonymous.*

When the pupils are suitably arranged, let the first one read the first word and the second the next, and so on. This may be rendered more interesting by having all stand near their seats, and as one misses, let him be seated.—*W. F. Allcot.*

Reading can be taught in connection with Arithmetic, Geography, etc. *In every example* let the pupil be required to pronounce distinctly each word and read so that any one listening would get the idea.—*S. C. Greer.*

The teacher may inform the class that in a paragraph to be read by him there will be *four* mistakes in pronunciation, and ask them to find them as he reads. Or if he is not sure that he will make just *four*, let him tell them that there will be a number, and he desires them to observe all of them.

When interest lags the teacher may tell the class that he will ask a question upon each word in a certain paragraph. This he may perform in a variety of ways, by calling for the elementary sounds, or the dependence

of the word grammatically, or its spelling (if the books are closed), or its silent letters, or whether it be a monosyllable, dissyllable, or trisyllable, or what its part of speech, or its meaning, or a synonym for it, and *many* others which will suggest themselves to a thoughtful teacher. This may be varied by having the pupils ask the teacher questions.—*A. C. Perry.*

Practice on fragments of piece to show that different ideas may be conveyed by the words according to the reading. For instance, the sentence, "Young as I am 'tis monstrous hard" will admit of a number of different constructions as it is read with different emphases or inflections.—*L. F. Ringhouse.*

Let those who read in a low tone be drilled each day in reading louder. Let them be taxed to the uttermost, for in this way only can the habit be broken.

Call attention to the punctuation marks, and teach that they are not so much for rhetorical pauses as they are to assist the reader in getting the idea of the author. Illustrate upon the blackboard with a sentence how a change of punctuation changes the idea, as thus: "I said that he lied; it is true, and I am sorry for it," which may be changed to the opposite meaning by punctuating it thus: "I said that he lied, it is true; and I am sorry for it."

A valuable exercise in connection with the *reading* is to have the pupil close his book and give some of the thoughts which he has read in his own words. If the lesson be a story, let one pupil tell as much of it as

he knows, or let one start it and another go on. Be sure that they give attention to the thoughts expressed by the words they read. In connection with this, let them change the easier selections in poetry which they read to prose.—*Primary Teacher.*

Do not let pupils get the idea that they must make a pause for *every* punctuation mark.

As a matter of habit, teach the pupils to look up any biographical, historical, or geographical reference that occurs in the lesson.

Do not read a whole paragraph, unless it be a short one, for the pupil to imitate. Let it be taken in sentences, as the pupil cannot recollect all of the pronunciations and inflections in a long expression. See to it also that he is giving his attention to your reading.—*Anonymous.*

Or let them pick out the paragraph which they think is the most difficult to read, or the one which contains the most vivid description, or that which has the most eloquent sentences, or that which has the most beauty whether in word or thought.—*Primary Teacher.*

Let them change certain sentences to other kinds; as, for illustration, one that contains a statement to one that contains an inquiry or command. Let them make a statement out of an inquiry, etc., etc.—*Examiner.*

Let them take a certain specified sentence and express the *opposite* of the idea in the book.

Or have them give the same idea, using more words or fewer words as the case may be.

For a diversion, with a class which has made suitable proficiency, *difficult, practical exercises* may be introduced as a *test* of their ability to enunciate distinctly; as, "Peter Prickly Prangle picked three pecks of prickly pears from three prickly prangly pear trees." Those also with the many sounds of s, z, f, sh, and other letters can be introduced with the double advantage of causing fresh interest in the study and accomplishing the end sought by the teacher, namely, distinct utterance.—*G. C. Manning.*

With certain classes, pupils may be called upon to name the parts of speech of words in their order.

Let the teacher give the meaning of a certain word which the pupil is to find in what he reads.

Where it is practicable, the pupil may be asked to give a word which, substituted in the place of a certain one in the lesson, would convey the same meaning.

Have pupils write upon their slates all words which they are unable to pronounce in the lesson assigned. Let some pupil in the class pronounce those which are brought rather than the teacher, if possible, thus teaching them to depend upon themselves.—*Medina County Register.*

Every teacher of reading should collect numerous prose sentences and stanzas of poetry requiring a

variety of tones in the reading and adapted to the capacities of the pupils, and use them for purposes of drill.—*Wickersham.*

A teacher should never assign a reading lesson to his pupils that they are unable to comprehend.—*Anon.*

Flippant pronunciation is not good reading.

Skillful reading is hardly possible for one who is not a good general scholar.

Do not interrupt a pupil in the middle of a paragraph to correct a mistake. Such a proceeding is awkward for both teacher and pupil.—*Anonymous.*

Be patient with the bunglers.

Occasionally read as few words as the sense will allow, and have all read after you. By this means all may be benefited.

Take a story from a newspaper or magazine and cut it up into sections, giving them to various pupils to read. The attention and interest of all the class will thereby be secured.

It is a good exercise occasionally to have one pupil step out in front of the class or the school and read a verse or selection for the others to criticise in every particular. The value to the pupil of such an exercise is two-fold; it gives confidence in himself and causes him to be particularly careful in his reading.—*Anon.*

Dialogues are best understood by children; are read more naturally and with more animation; and as the inflections of the voice in them are more various, they are particularly useful, and more of them should be introduced for practice.—*Fowle.*

Ideas are of more importance than words; it is therefore better for the pupil to express the *thought*, even if he miscall a word now and then, than to read all the words correctly and have no idea.—*Howard's Manual.*

If you tell a child that he is wrong in his efforts to express the thought, your criticism is lost unless you show him the correct way.—*Anonymous.*

Encourage and practice favorable criticism rather than adverse. We gain more by securing the imitation of the good than by merely indicating what is faulty. —*Howard.*

Encourage your pupils to take their books home at night and to read aloud there. You will often accomplish more by securing the help of parents in some way than by your own direct efforts.

To prevent beginning thoughtlessly the teacher may first question about the subject of the lesson; thus, "About whom is this lesson?" "Where did he live?" "What did he do?" etc. Then the children may read. I would encourage them as if they were trying to interest me. When a child had read a few sentences, I would ask him what he had read. He would look off

his book and tell. The next child will expect to be asked to tell what he reads, and, therefore, will read thoughtfully. If the teachers in higher grades will ask their pupils to tell what they read, I think that they will find many students who do not get an intelligent idea of their lessons. Such reading encourages stupidity and hinders mental activity.—*Emily J. Rice.*

It is an advantage to place reading classes at some distance from the teacher and to classify the voices of those who read in the same class, and hear them in sections.—*Wickersham.*

Practice may be had with sentences in which the emphatic words are indicated to the eye. These may be written upon the blackboard. It is in favor of such training that while pupils are receiving this kind of training, they can at the same time learn the use of emphasis, and the different methods of giving it.—*The Teacher.*

An interesting mode of recitation to illustrate inflection consists in arranging a series of sounds, letters, figures, or words in the form of questions and answers, and allowing one portion of the class to put the questions and the other to give the answers—*Anonymous.*

In reviews, do not be unwilling to allow one pupil to read a whole piece without interruption.

Be ever ready to assist a pupil to pronounce difficult words; sometimes it would be well to have him stop in his reading and *spell* such.

Before requiring the class to read the paragraphs consecutively, sometimes select a single paragraph and let each member of the class read it in rotation. Between each rendition call on such of the class as have observed errors to raise their hands. Then let these corrections be given so that all will understand them, before the next reads. Grant precedence to those who make the most important corrections.—*Fowle.*

Never let mispronounced words go unnoticed.

Questions addressed to young learners on the lesson should be calculated to exercise their perceptive powers and their memories.—*Wickersham.*

Strength can be given to the voice by judicious breathing exercises and by oft-repeated lessons in uttering letters, letter sounds, words, syllables, and sentences with different degrees of loudness. The teacher should illustrate these lessons, by first making the sounds himself and afterwards aid his pupils by accompanying them with his voice in their efforts to imitate him—*Anonymous.*

A teacher who cannot clearly utter the forty-four elementary sounds of the English language should not expect his pupils to learn to do so.

In a great majority of schools, pupils are using reading books too far advanced for them, and the consequence is, they learn little in reading that is valuable to them, but acquire habits that it is scarcely possible to correct.—*Wickersham.*

It is the teacher's special duty to supply the want of exercise to the vocal organs.

Make language transparent that the thought may be revealed.

Teach pupils to weigh every word, phrase, and sentence of the lesson.

The teacher should lose no opportunity of impressing upon his pupils the ennobling sentiments which he may find in the reading lesson.

With younger children instruction must be mainly by imitation, and in advanced classes imitation may be assisted by rules.—*Anonymous.*

Let the country teacher, after his pupils have gone home in the evening, read and declaim to the empty seats for half an hour each day the lessons in the Readers. The time thus spent will repay him many fold. It will elevate him not only among teachers, but among all classes.—*Lind.*

Histories are excellent reading books.

Spelling in connection with the reading may be made interesting by having one pupil give a word in the lesson for another to spell, etc.

In reading, the teacher should not sit as a judge, merely, but as a *teacher*, that the pupil's voice, understanding, and perception may be cultivated and

developed; that the gems of thought, the beauties of language, and the golden truths of the authors may not pass unnoticed or unappreciated. In no branch of study is a *teacher* more needed than in reading.—*Anonymous.*

In teaching beginners to read, do not attempt to familiarize them with too many words at once.

If possible, the class should always stand while reading, and so stand that the teacher can see the entire person of every one, that he may watch their positions. —*Fowle.*

Concert reading should not be used to such an extent as to supplant individual drill. Many teachers have the fault of using the former as the rule, and the latter as the exception.—*W. F. Ledlie.*

The advantage of reading aloud is inestimable, but teach the pupils to make personal studies of pieces even in the second reader, and then call for the different renditions. If false, then give your own. This avoids mimicry.—*Anonymous.*

The teacher must be careful to favor weak voices, and while he endeavors gradually to strengthen them, he must not break or injure them by requiring too great an effort at first.—*Anonymous.*

The teacher should consult all the practical works on the art of reading, but, as far as my observation goes, it is idle to put marks and rules and directions

by words or characters into books intended to be read by children, for the plain reason that they seldom or never use them.—*Anonymous.*

Teach the pupils to take in, if possible, the sense of a whole line or stanza at a glance, so as to know what is coming and be ready with the proper inflection. Careful attention only can accomplish this, yet it is absolutely necessary for the successful reading of new articles.

Self-composure and self-confidence are necessary for the good reader. Encourage these frequently.

Break up the sing-song drawl by having the pupil read with you, and by persistent drill.

Let not your anxiety for accurate pronunciation cause you to be *over exact* in fine distinctions of such sounds as *short Italian a* and *short o*, etc.—*Country Teacher.*

Social reading should be encouraged. The industry in many a sewing circle has been enlivened by a well selected reading by one of their number. Reading circles ought to be maintained in every town, and the teacher should be the prime mover in the enterprise.—*Anonymous.*

Teach reading as a means of *obtaining* knowledge rather than of communicating it.—*S. R. Thompson.*

In teaching the interpretations of the characters used in Webster's dictionary, the following table may be of value:

EQUIVALENT SOUNDS.

ā ę	ă	â ê	ä	ȧ	ē ī	ĕ	ē̃ ī ȳ û õ
fāte	răt	câre	fāther	ȧsk	mēat	sĕt	vẽrge
vęil		whêre			pīque		mīrth
							mȳrtle
							mûrmur
							wõrk

ī ȳ	ĭ ў	ō	ŏ ạ	ô ạ̈	o͞o u̯ o̤	o͝o ụ ọ	ū ew
īce	lĭt	mōre	nŏt	ôrder	fo͞ol	fo͝ot	mūte
lȳing	merrў		whạt	ạ̈ll	ru̯le	bụll	blew
					pro̤ve	wọlf	

ŭ ȯ	e ç z	ḡ ġ	n n̲	s s̱	ks x z gz	t̄h th
nŭt	sae	ḡet	sin	loose	ax	t̄hat
dȯne	graçe	edġe	lin̲k	los̱e	xebec	think
	saerifice				exact	

The following table of the characters representing the elementary sounds may be valuable also:

Elementary Sounds, 24:
- Vowels, 21
  - Common, 17
    - ā ă â ä ȧ
    - ē ê ẽ
    - ō o̤ ọ ô ŏ
    - ŭ ū
  - Diphthongs, 2: ou, oi.
  - Sub-vowels, 2: w and y.
- Consonants, 23
  - Cognates, 16
    - p, t, k, ch, f, sch, th.
    - b, d, g, j, v, z, zh, t̄h.
  - Liquids, 5: l, m, n, r, n̲.
  - Aspirates, 2: h, and hw.

Particular attention should be paid to the position of the pupil while reading—that he should stand on both feet—hold the book properly, with one hand, and at a suitable distance from the eye—stand erect and free from desk, bench, or wall, and face the teacher. Let these points always be open for criticism.—*L. N. Camp.*

In phonics, an interesting exercise may be made by the teacher's giving a pupil a certain consonant, as m, or r, with which he is to form as many words as possible by placing a character standing for a vowel sound (before or after); as thus:

mā, mă, mē, mō, mū, mī, etc.; or ĕm, ăm, ām, etc.

Or the teacher may give a vowel sound to be placed with a consonant (before or after) to form a word, as:

ă in ăb, ăd, ăs, ăl, ăk, ăm, etc.; or ɪ in hɪ, lɪ, sɪ, mɪ, etc., always requiring the correct *spelling* of the word with the phonic form.

Or the teacher may write a sentence upon the board phonetically for the pupils to copy with correct spelling, or *vice versa.*

The teacher may give the elementary sounds for the class to tell the word, or some pupil may give the sounds in a word which some member of the class or the teacher himself will mention.

The teacher may give a number of sounds which can be arranged into one or more words, and request the class to make out the word.

Or a word may be written phonetically upon the blackboard for the class to make words from, using only the sounds found in the one written.

Mutual friendly criticisms on pronunciation should be encouraged.

One pupil may be requested to start a word which he has in his mind by giving the first sound in it; another may fit that to a sound which is found second in a word upon which he is thinking; another may give the third sound, and so on until a word is formed. —*Webb.*

CHAPTER III.

ARITHMETIC.

Arithmetic is to a great extent mechanical. Facility is the great end to be aimed at in its study. To interest the class, I try to be interested myself and to make the lesson interesting. I let the pupils do the work.—*E. T. Lockard.*

In various kinds of work it is advantageous to have one-half of the class at the board and one-half at their seats.

When the class is working on interest, addition, or any other subject where they choose to work by different methods, good and interesting work may be obtained by dividing the pupils into as many divisions as there are methods used, and testing whose method is best by the quickness with which results are given—the teacher of course giving the examples and watching impartially for the first one that has the *correct* answer.—*Anonymous.*

Have occasional contests, members of the class choosing sides. This will often work well when better

methods fail. In these it would be best for the teacher to give the problems, (previously prepared,) and let the prize (that is, the teacher's approval) be for the side that makes the fewest errors, each pupil having the same number of problems; or it may be for the side that works the more; or pupils may dictate examples to one another.—*Mrs. A. M. Mills.*

Let each pupil bring to the class a problem, under the principle or table as the case may be that the lesson is on, and from these the teacher may select examples for practice.

I have my pupils commit but three rules; namely, those for Partial Payments, Cube root, and Square root. —*Anonymous.*

Let one pupil read the rule, step by step, while the teacher or some member of the class performs the work at the board, the class doing the same on their slates.—*Olney's Arithmetic.*

To awaken interest in the class work and also to give pupils an excellent drill in rapid work where there is not much likelihood of their making a mistake, let the teacher give such examples as this: 11,111,111, to be multiplied by 11,111,111; the work, though long, being easy and bringing the peculiar answer, 123,456,787,654,-321. Or let the multiplier be 4,444 and multiplicand 2,-222, with the peculiar answer 987,456. In these, the work is easy, and the pupils, if naturally slow workers, will be encouraged with believing that they can work fast. Let long examples in addition be given, in which there

is no digit above four; or in subtraction where the minuend is always as large as or larger than the subtrahend.—*C. E. Ashton.*

The following scheme may assist the teacher in the explanation of notation and numeration.

Quadrillions.			Trillions.			Billions.			Millions.			Thousands.			Units.		
hund. quad.	ten quad.	quadrillions	hund. trill.	ten trillions	trillions	hund. bill.	ten billions	billions	hund. mill.	ten millions	millions	hund. thous.	ten thous.	thousands.	hundreds.	tens	units
												4	0	0	2	0	6
																	9
			3	2	4	6	0	3	2	4	7	8	9	6	5	0	4
1	8	9	2	0	4	2	6	6	8	9	9	4	6	6	2	3	3

It should be drawn as the teacher goes on with his explanation, showing that each column is an *order*, that it takes *ten* of one order to make *one* of the next *higher*, that three orders make a period as marked, that the name of a period is the same as the first order in that period, that a *figure*, or *digit* has different values according as it stands in different orders, etc. Let attention be called to the fact that in reading numbers we read the number expressed in a period and give the name of the period from the highest on down to the lowest. Let them practice reading from the scheme which the teacher has before them on the board, and observe that the only difference in reading any number out of the scheme is that the commas

must take the place of the spaces which separate the periods and that they *must know the names of the periods—units, thousands, millions, billions*, etc. *Not tens of thousands* and *hundreds of millions*, but ten-thousands and hundred-millions.

In decimals something like the following will probably be of assistance.

tenths	hundredths	thousandths	ten-thousandths	hund.-thousandths	millionths	ten-millionths	hund.-millionths	billionths
9								
8	6	0	4					
2	0	3	9	4	0	6		
8	1	0	0	0	0	9	4	2

Call attention to the fact that the *only* difference in the names of the orders on either side is the addition of the two letters "th" to the orders on the right, and that they are exactly the same in regularity of arrangement and also that the orders increase in value from the right to the left in a tenfold ratio, just the same as those on the left of the decimal.

Point out the contrasts, that ciphers placed *before* an integer do not affect its value; but before a decimal do. That ciphers placed after an integer do affect its value; but after a decimal do not.

Also that to the right of the decimal point the third place is thousandths, the sixth is millionths, the ninth billionths, etc.

Also point out the fact that to the left of the decimal the number of an order is *two more* than the number indicated by the Latin adjective at the first of the word (all of which should be taught as far as ten). Billions is the fourth—*bi* meaning two. Trillions is the fifth—*tri* or *tris* meaning three, etc., etc., etc.

Always keep your pupils busy, for industrious pupils are orderly.

With beginners in our primary department we use the various combinations in addition to ten as follows:

1+1=2	1+3=4	4+1=5
1+2=3	3+1=4	1+4=5
2+1=3	2+2=4	2+3=5
		3+2=5

After they have been thoroughly drilled in this manner, they are then taught to add numbers by what we call the *tens system;* as for instance we wish to add the following:

1685
6843
9684
2168
6857
27237

Beginning with the seven we take enough from the eight to make ten, as seven and three are ten; ten and the five remaining of the eight are fifteen, and four are nineteen; nineteen and one from the three make twenty, plus the two remaining make twenty-two; twenty-two plus five make twenty-seven; write the seven and carry the two, proceeding as before.—*R. W. Wood.*

Greater interest will sometimes be aroused by making the exercises social to the extent that pupils assist in the giving of the problems, as thus: All have slates in hand, including teacher; one pupil gives one of the numbers to be added, another gives another, etc., until by a signal from the teacher all proceed to add. Or one pupil may be called on for the minuend and another for the subtrahend. Or one the multiplier and another the multiplicand, etc.

In Interest, let one give the principal; a second, the rate per cent.; a third, the years; a fourth, the months; and a fifth, the days.—*Felter.*

Make Long Division interesting by giving the pupils a change in the form of putting down the example; as thus:

FRENCH'S.	RAY'S.	ITALIAN.
24)43248(1802	43248(24	24)43248(1802
24	24 1802	192
192	192	48
192	192	
48	48	
48	48	

The last consists in writing only the remainders.

Topical recitations may be conducted in a variety of ways. Numbers may be assigned each member of the class, or a number may be taken by a pupil voluntarily calling it as his choice, or little slips may be passed to the pupils with the numbers one, two, three, etc., written

upon them for the pupils to draw. Each should have a number. Corresponding to these are the topics written upon slips, and as the teacher calls No. 1, the pupil who has that number takes his topic, etc. It is well to pass out but about the first six at once, so that the attention of the others may be directed to what is recited. As No. 1 recites let No. 7 step forward for a topic, etc.—*Normal Method.*

Let *one* example (a long or hard one) be written upon the board occasionally for pupils to work at for a change, or to occupy their spare time.

If the class be small, the topics (numbered) can be drawn directly from the hand of the teacher.

Original practical problems that deal in things with which the pupil has acquaintance, are by far the most valuable, and should be introduced at every opportunity, as for instance, to find the square feet in a certain piece of blackboard, or on a certain desk, to find the number of gallons that the drum of the stove will contain, the number of perches in the school yard, the cost to calcimine the ceiling at a certain price per square yard, etc., etc. If possible, introduce something practical of this kind in every recitation.

In Compound Numbers, the teacher may write a list of numbers upon the board, as thus: 16, 24, 4, 200, 8, 2240, 1760, 32, 437½, and so on, according to the tables studied, and then ask, "How many of the class know what 16 stands for?" He should take care that *every possible* answer be given. Thus 4 may stand for quarters in a hundred weight—nails in a quarter—farthings

in a penny—quarters in a yard—hogsheads in a ton—pecks in a bushel—gills in a pint, etc.

Or pupils may be caused to number upon their slates from one to twelve (or any other number). The teacher having done the same, asks, for instance, "How many grains in a scruple?"—all writing in figures the answer opposite the number one. The teacher having given time for even the slowest to write his answer without too much thinking, passes to the second, and so on. These may be given so rapidly as to preclude the possibility of much cheating.

The answers may be taken by each pupil giving his own, or the slates may be interchanged and corrected by dictation of what is correct from the teacher.

This may be reversed by the teacher giving a number and the pupils writing the name of the kind of which it takes that number to make one of the next higher. Thus the teacher says "sixteen," pupils write "*ounces* in a pound." The teacher says "nine," pupils write "*square feet* in a square yard," etc.

In this exercise as well as in all others in which pupils correct their own work from dictation by the teacher, there is an opportunity to catch those who are not careful or who are inclined to cheat. The teacher may occasionally give an incorrect answer and honestly ask, "How many have that?" Some will perhaps raise the hand, whose slates when examined will be found to contain some other answer. Sharp reproof administered with discrimination at such times will most generally cause them to be more careful.

As early as possible show that the writing of the partial products in multiplication may be in any order

so long as units of the same order fall in the same column. This may be illustrated as follows:

```
     4296
     6042
    -----
25776
     8592
   17184
  --------
25956432
```

Also, where it is possible to shorten the labor, instruct the pupil in the shortest method which he is capable of comprehending; as for instance, in the above example, since $42=7\times6$, if we multiply by 6 and by 7, we get the product of the number by 42, and all that is necessary to make it units is to put the right hand figure of the product in units order, thus:

```
     4296
     6042
    -----
25776
   180432
  --------
25956432
```

—*Anonymous.*

In the above example a still shorter method might be given to *advanced* classes, wherein all the work must be done in the mind without the assistance of figures at all; thus for convenience, reverse the figures of the multiplier as follows:

```
     4296
     2406
  --------
25956432
```

Beginning with the *left* hand figure of the multiplier, say $2\times6=12$, write the 2 and carry the 1; $2\times9=18$, plus the $1=19$. Also $4\times6=24,+19=43$, write the 3 and carry 4: $2\times2=4+4=8$, $4\times9=36$, $0\times6=0+36+8=44$, write the four and carry four; $2\times4=8+4=12$, $4\times2=8$. $0\times9=0$, $6\times6=36+0+8+12=56$, write the six and carry the five; $4\times4=16+5=21$, $0\times2=0$, $6\times9=54$, $+0+21=75$; write the five and carry seven, etc., etc. Unless there be *many* figures in the multiplier this method is undoubtedly the shortest. The reason "*why*" will become evident to any one who recollects that the 2 is units, 4 is tens, etc., etc.—*Anonymous.*

As a diversion, take a column of figures such as,

6
9
4
3
2
6
7
5
8
2
3
2

Let the column be added from top down or from bottom to top by any pupil or the class in concert, care being taken that the response comes thus:—two, five, seven, fifteen, twenty, twenty-seven, etc.

When these have been gone over once or twice, instead of erasing or writing fresh figures, start them with any number, as 1, 2, 10, or 12, to which they are to add, as 12, 14, 17, 19, 27, 32, etc.; or

Let them give separately the sums of first and second, second and third, third and fourth, etc.; or

The sum of each separately with any number the teacher may give to be used through the column, as 9 with the 2 gives 11, with the 3 12, etc.; or

The difference between first and second, second and third, etc.; or

The difference between any number the teacher may

mention and each of the numbers in the column successively; or

Start with any number, as 75, and successively subtract; or

Use them as multipliers to a given multiplicand; or

Multiply first by second, second by third, etc.; or

Use them as divisors with a common dividend calling for quotients and remainders.

Mental exercises in Addition alone, or with Subtraction; also those in Subtraction alone or with Addition, Multiplication and Division, are valuable *at any time*. Thus the teacher may say, "Seven times nine, plus one divided by eight, minus two, times six, divided by four, equals what?"

Such an exercise as the above is excellent to fill up a few spare minutes before a recess, or a noon, or the close of school.

The following exercise, where the pupil works backward from the answer, using the opposite of the sign written is suggested:—"What number $+4, \times 3, -1, \div 8, \times 5, +2, \div 11 - 1, \times 8, \times 3, +1, \div 5 = 5$?"—(the commas indicating separate steps in the question may be omitted when that is understood by the pupils). Read in full, the question would be, "What number increased by four and that answer multiplied by three and that answer diminished by one, etc., etc."

Counting exercises are valuable with elementary or even advanced classes; thus, with two, beginning with one or two; as, 1, 3, 5, 7, 9, 11, etc., or 2, 4, 6, 8, etc.

With three, beginning with one, two, or three; as 1,

4, 7, 10, 13, 16, etc., or 2, 5, 8, 11, 14, 17, etc., or 3, 6, 9, 12, 15, etc.

With four, beginning with one, two, three, or four; as 1, 5, 9, 13, 17, 21, etc., or 2, 6, 10, 14, 18, 22, etc., or 3, 7, 11, 15, 19, etc., or 4, 8, 12, etc.

With thirteen; as 13, 26, 39, 52, 65, etc., etc.—*Goff.*

The same principle can be used in Subtraction, starting with any number and constantly subtracting a given number; as starting with 75 and continually subtracting 3 we have 75, 72, 69, 66, 63, etc.

The recitations upon the multiplication table can be varied by calling for a certain table *forward* with the odd numbers and *backward* with the even ones; as $1\times6=6$, $3\times6=18$, $5\times6=30$, and $12\times6=72$, $10\times6=60$, $8\times6=48$, etc.

Or it may be given *forward* every *third* number and *backward* every *fourth*, etc., etc.

Or the teacher may write upon the board the factors, and pupils on slates write the corresponding answers.

Or the teacher may write a list of products, the pupils to find suitable factors.

Or he may write a list of numbers of two digits as thus:

36
45
22
86

And ask the class to give the products of the two digit figures; as 18, 20, 4, 48, etc.

Or the products *increased* by a certain number, as 3; thus, 21, 23, 7, etc.

Or the products *diminished* by a certain number as 2; thus, 16, 18, 2, 46, etc.

Or the first product increased by one, the second by two, etc.

Or the *sum* of the digits to or from their product.

Or the *difference* of the digits to or from their product.

Or the difference of the sum and difference of the digits to or from their product.

Where there is a long list of general promiscuous problems, it is better to have the "how" and the "why," or in other words, the method of solution of all of the examples given in the class where *all can give attention*, than to have each one separately working at the board.

On certain subjects it is well to have all the examples brought to the class solved, so that one can go on where another closes, and thus save time, chalk and blackboard. By this means outside work can be forced from the pupil, and each one gets the benefit of the practice.—*C. A. Hurlbut.*

When you require outside work—see that it is done.

Where the class is large, and the work is problems, as in Interest, Percentage, Compound Numbers, Multiplication, etc., etc., the following is suggested: Let the class, according to its size, be divided into two or three divisions and pupils assigned numbers so that two or three have the number *one*, two or three the number *two*, etc., taking care that those who have the same number be far apart. From examples prepared

with answers, or from some other Arithmetic than the text-book used, the teacher may call the number *one* and give a problem, *two* and give another, etc., till all are at work, then beginning at *one* he takes answers from those who worked under that number, and as soon as taken assigns another, and so on. By this means a *large* class can be interested and profited.

Or certain examples may be written upon the board in front of the class for them to solve, thus giving the teacher an opportunity to assist those who need assistance, either by way of correction or direction.

In many cases the teacher may advantageously perform the work on the board in front of the pupils as they dictate.

Or in long examples, as in Partial Payments and Compound Interest, an example may be started by one pupil and carried on by others to completion, the class and teacher watching for mistakes.

A pleasant exercise in decimals is for the teacher to write upon the board a number, as 103246, letting individuals in the class read the numbers expressed by the figures, keeping the voice up until the decimal point is placed, and then give the kind. The ***name*** of the number being determined by the order in which the *last* figure stands.—*Normal.*

The subjects of Greatest Common Divisor and Least Common Multiple may be made interesting perhaps by something like the following: Let a number of

illustrations be drawn to represent jars. Tell them that to find the Greatest Common Divisor is to find the largest *measure* of two or more quantities. In this case it would be to find the largest vessel that will exactly measure the three. (It would be better to have empty bottles or boxes instead of the drawings.) Tell them we can find this *measure* without knowing what the capacity of each jar is; thus we may fill the smallest and empty into the next larger, if it exactly fills it and also the largest one when filled and emptied a certain number of times it is the largest *measure* of the three. If it will not, then we must start next with a measure one-half the size of the smallest, and if it will not do then, next one third, and so on down until one is found that will measure them.

Allow wide range in the forms of analysis so long as the language is good and reasoning logical.—*Teachers' Hand-Book.*

Least Common Multiple may be explained with the same kind of an illustration. If the largest will *exactly* hold the contents of each of the others when filled and emptied separately into it, then it is the smallest vessel that will contain them. If it will not, then we must try one twice its size, and if it will not, then one three times its size, etc.

The above may be illustrated with weights, capacities, lengths, areas, etc., etc.

If pupils do not see the reason for learning factoring and the finding of the Greatest Common Divisor and

the Least Common Multiple, tell them that aside from being valuable of themselves, they are of *great use* in dealing with fractions, as in reduction, addition, etc., etc.—*Morgan County Teachers' Institute.*

Reward *neatness* of work as well as *accuracy.*

In written examinations, where but few are perfect, a proper emulation may be awakened by posting in some conspicuous place in the schoolroom the papers of those perfect.

Let pupils compete for the above "honorable notice" also in the writing of a page of figures on half sheets of paper, as thus:

1, 2, 3, 4, 5, 6, 7, 8, 9, 0.
1, 2, 3, 4, 5, 6, 7, 8, 9, 0.

Neat figures and *accurate* placing in columns without the assistance of perpendicular lines being the ends sought.

Much time can be saved to the teacher if he have written out and fully explained on heavy white cardboard, examples under each of the more difficult principles of Arithmetic; so that when a pupil comes for assistance in any of these, the teacher, if busy, may give him the cardboard on which there is the full and lucid explanation. This can be used to a great advantage in True Discount, Bank Discount, Alligation, etc. The object of having cardboard is that it is not easily destroyed.—*Anonymous.*

Show that hundredths divided by thousandths gives tens, thus $\frac{1}{100} \div \frac{1}{1000} = \frac{1}{100} \times \frac{1000}{1} = 10$.

Also that ten-thousandths divided by hundredths gives hundredths, thus $\frac{1}{10000} \div \frac{1}{100} = \frac{1}{10000} \times \frac{100}{1} = \frac{1}{100}$.

Also that ten times tenths gives units, thus $10 \times \frac{1}{10} = 1$.

Also that tenths divided by tenths gives units, thus $\frac{1}{10} \div \frac{1}{10} = \frac{1}{10} \times \frac{10}{1} = 1$.

Also that hundredths times ten thousandths gives millionths, thus $\frac{1}{100} \times \frac{1}{10000} = \frac{1}{1000000}$.

Also that tenths times tenths gives hundredths, thus $\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$.

From these establish the truth of the decimal rules of division and multiplication.

In writing and in reading decimals, the *Normal* pupil would first determine or note "How many?" and next "What?" thus, 21.4613 would be read—two hundred fourteen thousand six hundred thirteen *ten-thousandths*.

Or the expression may be very properly read—twenty-one *and* four thousand six hundred thirteen ten thousandths.

With recent writers "*and*" in numeration stands for the decimal point; thus for the expression 219, the reading two hundred nineteen is preferable to two hundred and nineteen.

I think fifteen minutes' recitation in quick mental work apart from the usual recitations would give the pupils a clearer insight into the solving of practical every-day problems than the regular book work does. —*Anonymous.*

Teach by *principles* and illustrate by *problems.* Do not teach the *book* but the science. *Frequently* take other examples than those found in the text for practice.

Also, teach by *principles* rather than by rules.

I never set the sums for children, nor allow them to copy from books, but always dictate the sum to be added and require the children to write as I dictate; all together if they use their slates, and in turn if they stand before the blackboard. It is surprising how deficient the majority of pupils, and teachers, too, are in this matter of numeration.—*Anonymous.*

In Addition, suppose the class contains fifty pupils. I dictate a sum for each to do on his slate. I always do it and prove it before any of the class bring it up; but if the teacher cannot do this, the pupils must be required to form a line, those who do the sum first being nearest the teacher. It is better that they wait for him to do the sum beforehand, for he needs the practice and should compel himself to take it. As soon as he is sure that his answer is correct he must look at the first slate; if right, number it one, if wrong make a *w*, but say nothing. Then look at the rest, numbering those that are right in their order and

marking all that are wrong with a *w*. The teacher must also say how long he will wait for answers, and he must encourage those who do the sum wrong to try again. No one after joining the line to show up must make or alter a figure, and if known to do so, he must go behind all that are in the line. When the whole number have shown their slates, or the allotted time has expired, if 20 is the last number that has the correct answer, all others must call themselves 21. Each scholar must then write the number obtained on one corner of his slate and keep it there. Give other sums and mark in the same manner. When the lesson is over let each pupil add up the numbers he has obtained and let the teacher record the aggregate made by each.—*W. B. Fowle.*

Suppose the column to be added be:

21416
79128
46832
79864
240

The example is written on the board and the pupils form a semi-circle about it, the teacher on one side. Let the first say "4 and 2 are 6," and the next will say, "and 8 are 14," and the next, "and 6 are 20." The next will set down the 0, while the one next to him will continue by saying, "2 and 6 are 8." If mistakes are made, let the next try.—*Idem.*

Or, let the first pupil or one designated by the

teacher add the whole first column silently, and telling the whole amount, let him set down only the right hand figure, and another taking the next column proceed as before, and so on.—*Idem.*

Or the pupils (more advanced) may give the ***results*** without the intermediate words.—*Idem.*

Or the teacher may call upon the pupils promiscuously to add; but this gives the teacher more trouble and requires more time.

Or, the teacher may stand with eraser in hand, the pupils standing in a semi-circle around the board. The first pupil adds the first column silently and sets down the result without saying a word. If correct, the teacher nods assent; if wrong, he simply rubs out the figure and says nothing. The next then writes the amount as he made it; if right, it stands; if wrong, the teacher simply erases it. Not a word is spoken. If when one has missed, the next is not ready to write, those below him who are ready hold up the right hand, and the teacher points to the next highest to go to the board, and if right, to go above the one who missed, and the one, or more, who were not ready to correct him.—*Idem.*

The German method of performing subtraction by addition can be used to advantage perhaps in explaining *how* to work to those who are dull of understanding. It can be readily understood from the following:

3,416,034
896,458

In doing the same, I say to the first pupil, "8 and how many make 14?" "6," he says, and sets 6 under the 8. As in addition, with which he is acquainted, 1 must be carried for 14. Then I say, "1 carried to 5 makes 6, and 6 and how many make 13?" "7," says the pupil. Then set 7 under the 5 and carry 1 to the 6, saying, "1 and 4 are 5, and 5 and how many make 10?" "5," says the pupil. So continue till the work is completed.—*Idem.*

Problems that involve but a single principle should be given first, and afterwards those which involve several principles. Text-book or teacher may furnish a form of solution, but the problems should be so arranged that it cannot be followed mechanically. Pupils may be required to compose problems involving certain given principles, or answering certain conditions. Have many miscellaneous problems.—*Wickersham.*

In all cases the progress of the pupils should be gradual.

Pupils should be taught to explain their work in neat, appropriate and concise language.

Never tell a pupil anything you wish him to remember without requiring him to tell it to you again.

Let the pupils go through the recitation without interruption from the other members of the class, and with as little prompting and questioning as possible. After they have recited, *test* their knowledge.—*The Schoolmaster.*

Exercise your pupils in estimating the size and weight of bodies so that they can judge of them off-hand with accuracy.—*Anonymous.*

Require pupils occasionally to write out full solutions of problems on their slates, on paper, or at the board. Correct the wording carefully.

If you have an idea that pupils work for answers, change a figure or two in the problem and then the answers will be of no value to them.

If problems admit of more than one solution, let *all* be given, and then require an expression from the class of the one which they think best.

Show that we begin at the right in adding, subtracting, multiplying, etc., only *for convenience.*

Do not be more anxious to have pupils get the answer than to have them *prove the work* and know they are right.

Do not be too hasty and put your pupils at work upon too difficult problems at first, and thus discourage them.

It is better generally for scholars to learn the practical working of a rule first, and thus have their curiosity excited to inquire WHY they have to do so and so, as the rule directs, to obtain the result, rather than to force the reasons upon them before they have any desire to know them.—*Holbrook.*

Remember that all pupils cannot work with equal rapidity, and that in concert exercises, where only the quick ones give answers, the others finding that they are not called upon, will give their attention to something else, or will be discouraged.

Do not permit pupils to follow the form of a solution mechanically.

Do not excuse or tolerate constant inaccuracies.

The skillful teacher will always prepare his class for any difficulty which may meet them in the advance lesson.

At the close of any pupil's recitation, in which he has explained some problem it is well to ask, "How many do not understand any step in his solution?" and have the dark points cleared up.

Separate the useful and necessary parts of Arithmetic from those which are only disciplinary and curious, and teach the more important part first, leaving the rest for the High School and Academy.—*S. R. Thompson.*

In Percentage, and Profit and Loss, take examples from practical life as far as possible.

In Taxes, secure from the proper town or city officer the valuation of the taxable property, the amount of tax to be raised, and have the pupils find the rate, and work practical problems from it.

Show your pupils blank checks, drafts, notes, deeds, mortgages, bonds, etc., that they may know what they are and how they are used. It will interest them.

Obtain from the postoffice a money order blank, and show them how to proceed to get a money order or cash one; also teach them how to procure or cash a registered letter or bank draft, or how to write a receipt.

In Insurance, show them what a *policy* is by producing one before their eyes.

Give them ideas as to use of bonds or stocks in constructing railroads, digging canals, opening mines, establishing manufactories, etc.

If the class is not too large, sit down with them occasionally for an hour's work on their slates. Have them put a little straight mark up in the right hand corner of their slate for every answer correct, and one in the left hand corner for every incorrect answer. Give the example yourself or let them give it. Let no one speak his answer, but let each pass his slate to you and be told personally whether he is correct or incorrect. At the close, compare and see who has done the best work. The greatest enthusiasm can be aroused in this exercise if properly conducted. Let all of the general examples introduced in the class for practice be practical and deal in such things as the pupils will meet in actual life. Practically, in life, pupils will not have to compute beyond *millions* in numbers, and yet many teachers take delight in puzzling their pupils on

numeration up in the fifth, sixth and seventh periods. Do not give such examples as "What cost 14,060,248 pounds of cheese at two cents an ounce?" and others of like character. They may do for older pupils, but far more practical problems could be given even to them.—*A Correspondent.*

CHAPTER IV.

WRITING.

Penmanship should have regard principally to plainness and rapid execution. Fancy flourishing may be regarded as an "extra."—*S. R. Thompson.*

We use the Spencerian system in our school—the teachers instructing the scholars in the principles of that system as printed and explained on the cover of the books. It seems to work satisfactorily.—*J. Greenleaf.*

One way of making letters, *well drilled*, will produce far better writers than a dozen ways receiving the same time.—*Penman's Journal.*

Full, plain writing to be easily read at a glance should be written with a pen that makes a clear, fair line and not a hair line. The fine marking pens should be used more especially for ornamental work.—*G. W. Brown.*

Teach a full, round, plain handwriting that people can read, rather than a fine, small, *dainty* one.

Do not encourage pupils to imitate the copy so servilely as to destroy their own individuality. Endeavor to instruct so that each pupil will acquire a *characteristic* handwriting.

It is absolutely necessary that the pupils at the beginning of a term be made to see the point, that their progress will depend almost entirely upon their own pains and diligent practice. It may be necessary to refresh their minds on this frequently.—*Anonymous.*

Better work may be obtained by emulation. Let it be announced that upon a certain future day specimens of penmanship will be taken and that the best of these (or even all) will be posted in the schoolroom for exhibition.—*Anonymous.*

Whatever method is pursued, the teacher should engage in the work earnestly, with genuine love for the children and determination to permit no personal consideration of time or trouble to stand in the way of their interests.—*Anonymous.*

Take from each pupil on entering the school a specimen of his handwriting in a certain sentence which you give to all. Let the date on which it is taken be written with it and the name of the writer. After three or six months, let another specimen be taken. The teacher having preserved carefully the first may now arrange them, putting the first and second specimens of each pupil together and have a committee of the patrons of the school examine the work and pronounce upon the one who has made the greatest

improvement. The following are given as appropriate illustrations of the first:—"First specimen of my plain penmanship. John Smith, Oct. 24, 1876." Of the second, "Second specimen of my plain penmanship. John Smith, April 2, 1877."

It is a noticeable fact by all teachers of writing that the longer the copy, the less the improvement made by the pupil. This results from the fact that when a fault has been discovered and pointed out by the teacher, by the time a long copy has been completed and the letter or word having the fault is again reached, the suggestions for its correction are forgotten and the fault is repeated. —*Penman's Journal.*

Individuality in writing is indicated by having one special way of making letters, such as capital A's, R's, M's, etc., and small s's, g's, t's, etc. Teach *one* form rather than a half dozen.—*Student's Manual.*

Slow and patient work at first—rapid work later.

Give practical, general exercises on shading and spacing, orally, occasionally.

The less the number of forms the more frequent will be their repetition and the greater the skill and facility with which they will be made.

Persevere in requiring the pupil who is learning, to hold his pen correctly and sit in proper position. These things can be learned in the beginning correctly as well as incorrectly.

"Not how much, but how well," should be the motto for successful practice.

Teach pupils to study their own writing and discover their own faults.

A single letter at the beginning, then words, followed by shorter sentences, and lastly a line should be and is, unquestionably, the best order of practice by a pupil learning to write.—*Anonymous.*

Discourage hurry in writing but insist strenuously and persistently that the pupil's copy shall be legible, shall be clean, and shall approach the good copy set before him.—*English Journal.*

With little children the privilege of writing upon the blackboard may be considered a reward for having written well on their slates, and those who succeed best should have their work retained.—*Spencer.*

The practice of writing through the first books of the series with a lead pencil in primary schools has been found of great utility. A reasonable objection is made to the use of pen and ink by small children, as they are likely to blot and deface their books, and injure clothing and furniture, but this objection cannot be urged against the pencil, and with it they may more easily learn the forms of the letters, while neatness and order may be preserved.—*Spencer.*

At least *thirty minutes* should be devoted each day to the writing exercise. Pupils of the same depart-

ment should have the same number of writing series, and should write upon the same page, and use the same copy at the same time.—*Spencer.*

No pupil can mend a fault that he is unconscious of, therefore the teacher should be ever on the alert to observe the pupil's faults and point them out to him.

Each pupil should have an extra book or waste paper. The extra book may be either a duplicate of the regular book or a blank book, which is designed to be used for training the hand in free movements; also for practicing upon the copy, preparatory to writing in the regular copy book.—*Spencer.*

All copies embracing merely principles, or simple combinations, should be traced with a *dry pen* before writing them in ink.—*Spencer.*

As the time allotted to the writing exercises is very short, it is important that every moment be economized and improved.—*Spencer.*

Illustrate the common and chief faults upon the blackboard.

We recommend that a merit roll containing the names of the pupils in each class who have attained the highest degree of excellence be prepared and suspended in the schoolroom. This may be made highly ornamental, if desired, and so arranged that the names may be inserted, removed, and exchanged as occasion requires.—*Spencer.*

All incentives used to awaken interest in other studies may with equal propriety be employed in penmanship.—*Spencer.*

Insist on having each pupil provide himself with good paper, good pens, good ink, good pen wipers, good blotters, and let it be your object to impart good instruction.—*Payson.*

Occasionally have neatly ruled lines upon the board, and require a pupil, the others giving attention, to write a word or words thereon and have the others point out defects. This is an excellent way to illustrate spacing, relative height of letters, etc.

Do not set an example of slovenliness in penmanship yourself, as you write upon the blackboard or mark any papers or slates which are passed in by pupils for you to correct.

With careful drill on the part of the teacher, pupils can be taught to write *together by count.*

If a certain pupil writes too rapidly, assign to him a certain number of lines to be written in a certain specified time, being sure that you give him no more than you are confident he can do well in the time.—*Anonymous.*

To give pupils confidence in their ability to execute, and to enable them to write independently of copies, the teacher should occasionally dictate commercial terms, sentences, notes, forms, figures, etc., requiring them to be written properly and at a fair rate of speed.

To secure freedom of movement, let the pupils be required to write a capital principle, making its height three spaces of common ruled paper.—*Anonymous.*

The poorest figures are made at the board by those who use the finger movement.

Drill only will enable pupils to master the forearm movement. The teacher in this drill may at first require all to rest the muscle between the elbow and wrist upon the desk, or in the left hand, and as he counts *one*, *two*, *one*, *two*, let them move the hand forward and then backward by this muscle in time with the counting. Later, with penholders and pens, or with pencils in hand, the teacher may give an exercise which consists simply in their making (without regard to neatness particularly) upward and downward strokes upon their practice paper from left to right, in time with the counting of the teacher, or as he writes the same on the board. In these exercises neither the wrist nor the fingers should touch the desk. These may be followed by the direct oval, reverse oval, etc. Some exercise of this kind should be a preliminary daily to the regular lesson.

Too many pupils are taught to write only with the fingers; yet the muscle between the elbow and the wrist should be trained to do the chief part of the work, leaving for the fingers the shading, etc.

Conbine penmanship with composition by requiring one or two or any number of lines to be written describing any object or event. The writing should

first be done on slate or waste paper and then copied into books and graded (marked). Copies are of but little use after clear ideas of the forms of letters are obtained.—*Anonymous.*

In case pupils (who write poorly) say that their parents desire them to use a higher number of the copy book than I know they are capable of using to advantage, I allow them to get the book of their choice but forbid them to write more than four or six lines daily in it, and require the rest of the time to be spent on their practice paper with a copy or exercise which I give myself.—*Anonymous.*

By consulting any good manual of penmanship the teacher will find an extended *variety* of movement exercises.

For various reasons the writing books and pens should be kept at the desk of the teacher. These should be distributed and collected by monitors at given signals. According to the room and the grade of pupils, the teacher should have regular signals for the opening and the closing of the exercise; thus, for opening: 1. Put away all other books. 2. Collectors distribute books and pens. 3. Take position and open books. 4. Write. For closing: 1. Stop writing. 2. Apply blotters and close books and arrange them for the collectors. 3. Collectors take up books. The simpler the signals the better.—*L. F. Wilder.*

Mark the pupils' work frequently, pointing out their chief errors.

Where there are many minute points requiring attention the great secret of success consists in confining attention to one point at a time. Thus to touch the top and base lines, to have correct slant, to place the downward strokes at correct distances, to make fine lines, etc., should be taken up in turn and perfected by devoting several lines to each, fixing attention on it, criticising it, and correcting it.—*Payson, Dunton & Scribner.*

Caution pupils against forming the habit of writing words far apart, thereby wasting space.

Teach the pupils *how* to take up ink and how to apply blotters. The pen must be withdrawn from the ink slowly, and the blotter must not be pressed down too suddenly.

Do not allow them to form the habit of holding the penholder too nearly perpendicular, thus causing the pen to spatter; nor yet too slanting.

Caution them *not* to grasp their pens too tightly.

CHAPTER V.

SPELLING.

A misspelled word should be corrected by the teacher in any class, or in any exercise in which it may be made by the pupil. Good spelling is an accomplishment born with some persons; but with most it can be acquired only by pains-taking perseverance.

We use a practical Speller, which groups the names of different articles in the same locality or of the same species together, thus awakening an interest in the mind of the scholar. We always teach scholars how to spell new words which appear in their reading lessons; the teacher calling the attention of the class to them when the lesson is given out and requiring them to be spelled before reading. By a rigid system of marking and of detaining scholars until the lesson is learned we succeed in having them do satisfactory work.—*Geo. B. Drury.*

We use no spelling book but find the lessons in the reading and the misspelled words in the various written exercises of the scholars. The latter plan is extended through the High School.—*I. C. Libby.*

In the High School we have blank Spellers which are kept at the teacher's desk and examined by friends, a heavy cross put opposite the word spelled wrong. We sometimes vary by having spelling matches, and a spelling exercise with every recitation.—*M. N. Fish.*

We endeavor to have Spelling taught by requiring definitions with the words spelled, believing that to spell correctly the pupil must know what the word means.—*Secretary of Board, Foxborough, Mass.*

For advanced classes who take regular written lessons, the following form, to be drawn upon foolscap paper by the pupil, is suggested as getting comprehensive work from the class. Ten words pronounced out of twenty assigned will no doubt be sufficient.

Words.	Part of Speech.	Synonym or Definition.	Sentence using the word.

Where the pupils sit conveniently in rows and the spelling exercise is written, let those who missed be required each evening just before the dismissal of school to rise and spell the words missed without reference to paper, and in their order. Thus, if the exercise comes

just after the noon recess, when their writing spellers are returned to them for the lesson, each one can note the words missed before the teacher begins to pronounce the words. Just before dismissing in the evening the teacher may step down in front of the first row, requesting all who have words to rise and spell; and so with the others.—*Montgomery County Teachers' Association.*

Careless spellers may be corrected by being required to spell from the book, giving the letters in the exact order of the book forward and *backward*—thus teaching them observation.

The teacher should call attention to the change of spelling of certain words in the course of the last five decades, and also point out changes that may occur in the near future.

If convenient, the teacher should keep the writing spellers at his desk. They can be collected and distributed by collectors at signals.

Or the teacher may begin with a certain one and have the pupils spell, in order, a word apiece around the class.

The teacher should keep lists of words missed in written examinations and papers and also by his correspondents, and use them in reviews and as general exercises. Especially is this valuable when it is remembered that out of about 100,000 words in the language but *few* have at command above three or

four thousand, and thus the necessity of mastering the principal ones, or in other words, those in common use. —*Anonymous.*

There should be less oral and more written spelling in our primary and grammar schools.—*A. B. Copeland.*

In oral spelling, the teacher may spell a word and the class a word.

Or, he may have the class spell in concert.

Or, where the pupils sit conveniently, one may give the first letter of a word, another the second, and so on.

Or, one pupil may pronounce for others to spell.

Or, the teacher may point out certain pupils to spell certain words.

Or, as a diversion, pupils may spell the words backward (written by dictation from the teacher).

Or, spell the word from the phonic sounds given by the teacher without the pronunciation.

The teacher may write a list of words upon the board, some correct and others incorrect, for the class to correct.

Occasionally at the close of the recitation have as many words spelled as the pupils can recollect of those that are in the lesson.

It is wasted time to have syllables pronounced in oral spelling; neither is it practical.

Spell individual members of the class down. Let their classmates give them words.

Let the pupils bring to the class lists of selected words for reviews, from which the teacher may choose.

Names of pupils may be written on a record ruled upon the board so that their standing may be registered each day before the eyes of all, showing how many words they have missed. This will appeal to their pride sometimes when nothing else will. It should be erased weekly or monthly at least.

One pupil may be called upon to rise and spell twelve or fifteen words, others without demonstration to write upon their slates those that he misses.

A good exercise consists in the class taking up, under the direction of the teacher, a poorly edited newspaper and correcting the errors in spelling.

Or, with the class seated, the teacher may pronounce the lesson around, a word apiece, pupils writing upon their slates the words they hear misspelled. The teacher should keep account of those missed, and commend the pupils who have the correct number. The words misspelled should not be corrected until all have been pronounced and the teacher has found out the various numbers of misspellings that individual pupils have noted.

Or, the teacher may pronounce the words of the lesson, pupils writing upon their slates or paper as is convenient. When this is done the teacher may collect the work and distribute so that no pupil will know who corrects his slate or paper. Or, in certain cases the pupils may correct their own work, or those near each other may exchange work and correct by dictation from the teacher. The number of errors to be reported to the teacher by the one who corrects the work, as the teacher calls the roll.

Or, where all the pupils write the lesson from dictation by the teacher, the work may be corrected by having individual pupils spell from their slates, the teacher correcting those missed, that all may know the correct spelling.

Assign for a lesson the names of classes of objects; as animals, flowers, fruits; or qualities, places, acts, etc. Suppose animals form the subject of the lesson. Each pupil will pronounce in turn and spell a name which begins with the final letter of the preceding one. For instance, one pupil spells the word *elephant.* Another must select the name of an animal beginning with t, as *tiger;* while a third chooses one with r, as *rhinoceros;* and a fourth one with s, as *seal.*—*W. F. Phelps.*

Pupils may be assigned certain roots as *dict*, *tract*, *jac*, *form*, etc., for them to bring extended lists of derivations.

Oral work is not always a test of the person's ability to spell well.

A list of words may be written upon the board which the pupils are to define, and on the succeeding day spell the word from the definition of it given by the teacher.

After each recitation it will be well to have the class pronounce the words of the next day's lesson. The teacher should give all needful definitions and illustrations by sentences, which the pupil should lay up for future use. Pronunciation should be taught especially by the teacher.—*J. H. Gilbert.*

It frequently can be arranged so as to work well that pupils be required to write upon the board, each evening before going home, the words which they have missed during the day, spelled correctly.

Or, they may be given certain prefixes or suffixes which they are to embody in words, noting the meanings of the words as well as the prefix used.

The old-fashioned oral method of spelling down, in which two pupils choose sides and spell alternately until one side or the other is down, will probably never become obsolete. It can be varied by allowing the leader to choose any person as a word is missed upon the opposite side and so continue until all on one side are drawn over to the other.

My method is to put out the word as it should be pronounced, and not, as is the custom of some, improperly pronounce it to indicate the letters that may not have their *name* sound in the word. The whole

class pronounce the word after me to make the pupils attentive and to show that the word is understood. Then the first of the class spells the word, and if he spells correctly, well; but if incorrectly, the next tries, and if he spells correctly, he goes above the other, who, instead of having a new word, is required to spell the word by which he lost his place. A new word is then given; the whole class pronounce it, and the third scholar spells it. If four or five or a dozen miss it, he who spells it correctly goes up, and all who go down separately spell the word they have missed. A new word is then given to the next who has not tried, and so on.—*Anonymous.*

Dictation exercises in which the teacher reads a sentence which has in it words of one pronunciation but of two or more spellings are valuable; thus require the pupils to write out in full such sentences as, "They told the sexton and the sexton tolled the bell."—*Sanders.*

Misspelled words should always count off from the standing of the pupils in every exercise in which they occur.

In pronouncing words, pupils should be taught that listening is a part of the exercise as much as spelling, and they should therefore hear the word with two pronunciations, at most, from the teacher.

Give the falling inflection when pronouncing words for spelling; have pupils lower their voice when spelling.—*Anonymous.*

Never pronounce a spelling lesson to a primary class in the order they have learned it.

One cause of so many poor spellers is a lack of familiarity with the sounds of the language.

The teacher can give his pupils a practical lesson of *application*, to show them what it is to apply themselves strictly to work for a time, by pronouncing the words to be written as rapidly as the pupils can possibly take them.

Let every word missed be marked by the teacher, and let all such be pronounced at the end of the lesson. —*Fowle.*

A diversion in school can be conducted profitably by having all lay aside their work and spell in concert, words pronounced by the teacher. Let the pitch of the teacher's voice govern theirs. By this means the teacher can carry his pupils from a low whisper to a loud shout.—*Fowle.*

A reading frame with block letters is excellent for young children to learn with. Handling of the letters tends to fix their relative position in words.

Where the lessons are written on the slates and corrected by dictation from the teacher, the words missed by each pupil should be written upon a slip of paper, handed to the teacher, and these should be again pronounced at any rate as often as once a week. —*Anonymous*

Where the pupils stand and the lesson is spelled orally the teacher may exact attention by pronouncing the words promiscuously to different ones. Positions of honor and dishonor can be determined at the close of the recitation by taking into consideration the spelling of those who have missed the fewest or the most words, the one missing the fewest going to the head, the others taking their places in regular order below him.

Where pupils write the lesson on the blackboard they should be divided into sub-classes, and be arranged alternately; the teacher pronouncing first to one and then to the other. This may in part preclude the stealing of each other's work.—*Wickersham.*

If, in the written lessons, the words are written in a large hand, the teacher can at a signal have all the slates held up so that he may see them as he passes down the aisles.

The best spellers in the world are proof-readers. Let this point be remembered and let *many* exercises consisting of incorrectly written words be introduced.

In spelling matches it would be well to observe rules somewhat like the following, which are taken from an old Speller: 1st. The lesson should be given before the sides are chosen. 2nd. Words should be spelled in some certain order; as, from beginning to end, or from right to left across the column, etc. 3d. Words should be pronounced but once unless the first speller requires it before he spells. 4th. No speller should try twice. 5th. If any speller prompts another it must

count one against his side. 6th. If a pupil misspells, the pupil corresponding to him on the other side must try; if he spells correctly, it counts one for his side. If he spells incorrectly the next on the other side tries, and if he gets right, he saves his side only, and neither party gains.

Where pupils correct the written work, if the teacher doubts that all the errors have been marked by the one who first examines the slates, let him pass them over to a second or even to a third that all the errors be found. By thus using his pupils for assistants the teacher may secure much extra valuable work from his school.—*Anonymous.*

It is not well to require the pupil to study the lesson over a certain number of times, for this leads to undue haste and slighting of the work.

In exercises where the words are written, give ample time for the pupils to write the words carefully; otherwise the haste and slovenliness with which the work will be done will entirely counteract the good done by the regular instruction in *writing*. Accept no slighted or slovenly work.

Or, the class may stand in line, the one who was at the head the previous time going to the foot. Pronounce a word to the head pupil. He spells it. All in the class who think he spelled it wrong will raise the hand. If the word is spelled right, those who raise their hands go below those who did not; all the scholars of each kind keeping their relative places with those

of the same kind; but *all* who were mistaken will take their places below all who were right in their opinion of the spelling. If the scholar misspelled the word, then the first scholar in order who raises his hand is called upon to spell the word, and, if he misses, then the next, and so on until one is found who spells it correctly, and he then goes above those who have missed.—*Holbrook.*

The class may commence all standing, and as each one spells he may sit down until all are seated. The class may then rise in order as they spell, until all are up.

A good method in oral spelling is to have the class numbered, and their numbers written upon the blackboard. The teacher then with a book in one hand and pointer in the other, pronounces a word and points to a number. The pupil corresponding to that number spells the word. If he misses, a mark is made under his number, and the word passed to another. By jumping rapidly from one number to another promiscuously, the pupils are compelled to pay close attention. The number of marks will show the number of words missed by each.—*Lind.*

Occasionally a class may be required to form their own lesson in the following manner: Tell them, each one, to write ten names of objects they saw on the road to school, or objects in the schoolroom, or things used in the kitchen, shop, etc. The slates are then collected, and the words given out by the teacher. No two pupils will have exactly the same list of words.

Perhaps out of the whole number there will be some words which the majority of the class will miss. In this case a list should be made of such words to be used in future recitations.—*Lind.*

In giving the advance lesson, call attention to the more difficult words.

Let the one point be kept in view of bringing in the new, *hard* words continually. Do not waste time by pronouncing easy words which you know everybody can spell.

Encourage pupils to photograph or picture the difficult words in their minds and spell them from this picture rather than from the recollection of the order of the letters by mere repetition.

Those who do not learn to spell well when young seldom acquire the ability to do so.—*Wickersham.*

The spelling by the class in concert of the words missed is a good exercise.

Words or sentences which have been studied, are dictated to a class of scholars sitting on a recitation seat or at their desks, till perhaps they have written twenty words each on their slates. Slates are then exchanged. Some scholar is then called upon to give orally the spelling of the first word written on the slates. The teacher says, "How many agree? All who think his spelling right, raise the hand." Teacher says, "How many disagree? All such raise the hand."

Teacher notes those who are wrong. Teacher then asks, "How many slates are wrong?" All who have slates with the word incorrectly spelled, raise their slates to a vertical position on their knees, or on their desks. They are then called on in order to give the correct spelling; or, to save time, the teacher asks, after one has given an incorrect spelling, "How many slates have that spelling?" He thus continues with the word till he gets all the false spellings and determines all the false spellers.—*Holbrook.*

Where the spelling lessons are written upon the slates and the pupils spell orally from the slates, as a word is missed by a pupil and corrected by myself or a pupil, I have the one who missed the word erase the improper form from his slate, write the correct spelling, and then spell the word orally. This takes some time, but it fixes the correct spelling in the mind.—*Anon.*

Teach pupils to spell correctly by associating one word with another. Thus if he doubts whether *affirmative* has "i" or "a" in the third syllable let him think of *affirmation* and he may think at once of the correct spelling.

Or, call for fifty words beginning with a and containing a *(long)*. First those of one syllable, then of two accented on first syllable, then accented on second syllable. Then let them begin with c, d, etc.

After using the ordinary long and short vowel sounds, call for long a that isn't a, long e that isn't e, etc.

I have my pupils change papers and grade to a scale of one hundred.

I trust that the senseless plan of having children memorize long columns of words which they do not now, and perhaps may never, need, will soon be banished from every school in the Union.—*A. E. Jones.*

The scholars are told to observe carefully a certain paragraph or paragraphs in the daily reading lesson, or any book of which each member of the class has a copy, with particular reference to the spelling, capitals, and punctuation. Subsequently a part from the paragraphs thus designated beforehand is dictated to the class by the teacher, and they write it in blank books kept specially for that purpose. The books are then collected and placed on the teacher's desk; they are looked over by the teacher at some time during the day, and the errors indicated. Before the next recitation, the pupil corrects his mistakes, writing the misspelled words by themselves at the end of the lesson. If this is not done, these mistakes are charged on the next lesson by the teacher.—*Wm. A. Platt.*

One of the most attractive and practically instructive ways of teaching spelling that I have ever tried is that of giving out a word, such as *matches* for example, and asking each pupil to make as many words as he can out of the letters contained in it, using no letter oftener than in the word given. It is best to arrange the words composed in columns, beginning with m, a, t, etc. This has the rare disadvantage of being too absorbing. Admit no words borrowed for the occasion.—*A. E. Jones.*

CHAPTER VI.

GRAMMAR.

There is no branch of study, which, as a rule, is attended with so unsatisfactory results as that of Grammar. This is probably owing to the fact that the end to be attained is lost sight of by most teachers, who tie themselves to the definitions, rules, and constructions of the text-book, and do not attempt to make the study practical. The study of Grammar is but the study of Language, and the end sought is the proper use of language to express thought. It matters then not so much that a pupil be able to give all the technicalities of the text-book perfectly in recitation, as it does that he be able to express himself intelligently and correctly. Composition work should go hand-in-hand with the study. As there can be no language without thought to prompt it, therefore it should be the province of the teacher of Grammar to awaken thought on a continual variety of subjects, and, as it is expressed, to correct inaccuracies and suggest better words or constructions to convey the thought.

The following is given as a method of teaching the parts of speech; instruction throughout the lessons should be oral.

LESSON I.

Show that things that we may see, hear, smell, touch, and taste, are objects, and that words standing for them are *object-words* or *nouns*. Bring out thought by calling for those which we can see, smell, or taste; or, smell, taste and touch; or, see, hear, smell, touch, and taste; or, hear but not taste; or, see and touch but not taste; or, see but not feel, etc., etc. Let a list of fifty object-words be brought to the class by each pupil.

LESSON II.

From the preceding lesson the class should recognize any object-words the teacher may mention, and select them from any short sentences or expressions he may give. Let the pupils be called upon to write the names of nouns which they can find on a certain page of their Reader.

LESSON III.

Take one noun and let words be joined to it showing property or quality, thus teaching the definition of the adjective and its uses. For a written exercise let each individual be given a noun, and at the next recitation present thirty adjectives that can be used with it.

LESSON IV.

Same as preceding, except using one adjective with many nouns.

Written work same as preceding, each having an adjective to use with many nouns.

LESSON V.

Teacher has a prepared promiscuous list of adjectives and nouns which pupils are to classify.

LESSON VI.

Teach *action* words, or verbs, by having one noun used with many words expressing action, being, or state, and thus teach the definition of the verb.

Written, each pupil to join as many action words as possible to a certain noun.

LESSON VII.

Same as preceding, except having one verb to many nouns.

Written, each pupil having a verb to be used with as many nouns as possible.

LESSON VIII.

Teacher has a prepared promiscuous list of nouns, adjectives, and verbs, which the pupils are to classify.

LESSON IX.

Nouns and verbs joined to express thought, and thus teach the definition of sentence.

LESSON X.

Teach *manner* words, or adverbs, by having a verb modified by words denoting the various relations of time, place, cause, manner, etc.

Written, each pupil having a verb to which to join as many adverbs as possible.

LESSON XI.

Same as preceding, except that one adverb should be joined to many verbs.

Written, each pupil having an adverb to be placed with as many verbs as possible.

LESSON XII.

Teacher has a prepared list of the four parts of speech learned, which the pupils are to classify.

LESSON XIII.

Teacher has a prepared list of sentences with nouns repeated, with which to teach the definition and use of pronouns.

LESSON XIV.

Review of the five parts of speech learned, as in Lesson XII.

LESSON XV.

Teach the definition of conjunctions by showing that they are connective words, and assign the principal ones to be placed in sentences.

LESSON XVI.

Show that interjections are exclamation words, and have pupils give as many as they know.

LESSON XVII.

Teach the definition of the preposition by having it illustrated with numerous examples, and give the pupils a list to embody in sentences.

LESSON XVIII.

The teacher may read a selection from some good author and have certain designated pupils write the nouns, others the verbs, others the adjectives, etc., etc., as they hear them.

LESSON XIX.

All pupils number on their slates from one to twenty-five vertically. Teacher pronounces a list of words, and as the pupils hear each one they write the name of its part of speech. These may be corrected in a concert exercise; thus, as the teacher calls one—all give the answer, and if any one is wrong the acute ear of the teacher should detect it.

LESSON XX.

Of any appropriate article have the pupils name the part of speech of every word.

As general exercises the following can be introduced with interest and profit:

Have pupils make words from the letters of a long word, as *consequence*, and tell the part of speech of each.

Or, let them prepare a list of as many words as

possible, beginning with letters such as str or bl, etc.; or ending with such letters as kle, gle, se, etc., etc.

Or, have transposed or scattered words to be arranged into sentences as thus, "his the after dog ran master."

Or, have certain words to be combined with others into sentences; as, bee, honey, flower.

Or, give a list of words for the pupils to give their opposites; as, day, night; good, bad, etc.

Or, give them sentences partially complete to be filled out.

Or, sentences to be expanded.

Or, sentences to be abridged.

Or, have them express the same idea as conveyed by a certain sentence, *with other words* (*i. e.* their own words).

Or, have them give sentences of one word, of two words, of three, of four, of five, etc.

Or, let them think of words of two, three, four, or more letters.

Draw out from them as many words as possible, and teach them as many as possible, for in this manner only will they get more extended vocabularies.

Let them think of words that have only as many letters and in the order indicated, as the following:

Vowel and consonant; as *on.*
Consonant and vowel; as *to.*
Consonant, vowel, and consonant; as *not.*
Consonant, consonant, and vowel; as *the.*
Vowel, consonant, and consonant; as *elm.*
Two consonants, vowel, two consonants; as *start*, etc.

Or, have them rearrange sentences as thus, "The plowman homeward plods his weary way." This can be arranged in a score or more of ways.

Or, have them produce synonyms of such words as think, wish, defend, etc.

Or, have them mention things which strike, spread, run, etc.

Or, all the varieties of *head;* as head of a nail, head of a lake, etc.

Or, all the names applied to standing water, or flowing water, etc.

Or, the various coverings of animals or abodes of man.

Or, the names that can be given to a bad man or a good man, etc.

Or, let them mention the parts of any object, as an engine, etc.

Or, have them give sentences with a certain letter used as many times as possible.

Or, let them mention everything they know of that is made from paper, etc.

Let one pupil be called upon to give one word used as a subject of a proposition, another a verb to be used with it to make complete sense, another some word or phrase modifying the subject, each one repeating the whole expression as given by his predecessor; let it be continued until the sentence is too long to be recollected. The teacher can assist with such interrogatives as Which? How many? Of what kind? When? Where? etc., in their proper place.

The teacher may write the *outline* of a story upon the board for the pupils to fill up and present in the form of a written exercise.

As an illustration of the manner in which composition work can be secured from younger pupils, the following is suggested: Let the pupils be requested to pass in to the teacher eight sentences neatly written, telling anything they know about the size and color of apples and on what they grow. These the teacher corrects and returns the next day, with the request that they observe the corrections and embody the same ideas in fewer sentences. When these are again corrected and returned they should be preserved; while the succeeding lessons follow on the taste of apples, their usefulness, how they differ from other fruits, their kinds, parts, or anything else the pupils know about them. When

the sentences have all been corrected and condensed, the teacher may call for them all to be copied consecutively and presented in the form of a composition.

In correcting work like the above the teacher should notice the language used as much as the spelling and punctuation, and should suggest more appropriate words and better construction wherever necessary.

Compositions can be produced only where there are ideas to be expressed, therefore a valuable exercise is to outline subjects in the class, pupils presenting the ideas and the teacher arranging them after all have been collected.

It is most unreasonable to assign to some beginner a theme which he has not so thoroughly investigated as to become interested in, and then to expect of him an *original* composition in which no thought of another has been appropriated. No person can write until he has thoughts. At first the main strength of teacher and pupil should be turned thoughtward. Thoughts must be gathered, revolved, organized, intensified, and made to glow before they can be expressed effectively as one's own. The gathering must come from *actual observation*, from *oral instruction*, from *lectures*, from *general reading*, from *special study*, or from all these combined. The knowledge must become a matter of personal experience before it can be expressed in one's own language.—*S. S. Greene.*

Encourage pupils to form a mental picture and then question them concerning it. In this way the teacher

can aid in making the thoughts vivid; she can thus create a clear thought, which is the foundation of a clear statement. Suppose the teacher has suggested to the pupils to look out in imagination upon a large body of water. She may put to one pupil questions like the following: Over what body of water are you looking? Is the day clear? Does the wind blow? Does it ruffle the water? Does it bring a salty smell? What color is the water? Is it dazzling? What do you see on the water? Is it far off? Is it moved by wind or steam? Why do you think so? The kind and order of the questions will depend upon the answers given. The teacher must correct false notions and see that harmonious ideas are associated.—*Mary V. Lee.*

In the declension of nouns the work can be shortened by having only the possessive singular and plural spelled.

All grammatical inaccuracies in *every class* should be corrected. Pupils learn to talk correctly more by association with those who use correct language themselves than in any other way. Therefore let the teacher himself, as well as all the pupils, be always open to criticism. Let the pupils write down all the errors which they hear between one recitation and the next, and let these be corrected in the class under the teacher's direction.

In the conjugations employ written exercises, which, when completed, can be corrected by having the slates interchanged and the pupils mark errors from dictation by the teacher.

The teacher may read sentences which are loose or not well expressed for the pupils to reconstruct, or on which they may make suggestions. With these it would be well to introduce some that are perfect, in order to test the pupil's power of discrimination.

Let a short story or poem be read to the class by the teacher, and require them to reproduce the thought by an oral or a written exercise. This will lead them unconsciously into good forms of expression.—*Hiram Sapp.*

Outlines of the principal points passed over should be made out by the teacher to assist the pupils in holding the facts. These he can improvise himself; as thus:

Properties of Nouns and Pronouns	Person	First
		Second
		Third
	Number	Singular
		Plural
	Gender	Masculine
		Feminine
		Neuter
		Common
	Case	Nominative
		Possessive
		Objective
		Independent

These will vary according to the text-book.

The teacher may occasionally appoint one half of the class to make blanks and the other half to fill them out; or he may let some of the class write the skeleton of an incident or anecdote upon the blackboard for

the remainder of the class to fill out. After the exercise the entire piece should be read, so as to enable the pupils to compare their performances with it, and notice their imperfections.—*Simon Kerl.*

In the conjugation of verbs, variety and thoroughness can be obtained by having synopses of different verbs written by different pupils in different persons, numbers, and voices. As thus: a synopsis of the verb ***make***, in the second person, singular, active voice, according to Greene's Grammar.

	INDICATIVE.	SUBJUNCTIVE.	POTENTIAL.
PRESENT.	Thou makest.	If thou makest.	Thou mayst make.
PRES. PER.	Thou hast made.	If thou hast made.	Thou mayst have made.
PAST.	Thou madest.	If thou madest.	Thou mightst make.
PAST PER.	Thou hadst made.	If thou hadst made.	Thou mightst have made.
FUTURE.	Thou wilt make.	If thou wilt make.	
FUT. PER.	Thou wilt have made.	If thou wilt have made.	
IMPERATIVE PRESENT.	Make thou or you.		

In the preceding the Infinitives and Participles are omitted, as they have no person.

The conjugation may also be given by tenses, the pupil giving everything he knows that is in the tense assigned him, whether active or passive voice, and whatever the mode or form.

Or, the teacher may mention a verb and give the voice, mode, tense, person, and number, for the pupils to write or to give the form corresponding; or *vice versa.*

In this, as in every other study, the discerning eye of the teacher should pick out the most important topics in the text, and upon these put most of the time. Thus

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there are many mooted points, in discussing which valuable time may be wasted; as, for instance, whether intransitive verbs have voice. There are many exercises in false syntax which can be omitted because not practical.—*Anonymous.*

Interesting exercises may be made by having the pupils change any sentence which the teacher may give them to its *opposite* meaning; or, from one voice to the other; or, the verb in it from one mode to another; or, change the nouns and pronouns to their opposite genders and numbers, or from one person to another; or, change the degree of comparison of an adjective or adverb in the sentence to some other degree, etc.

I believe in the oral and analytical method of teaching language, and not in a system of technical rules for the pupil to labor over.—*Charles E. Beale.*

I thoroughly prepare what I want to teach. Do not attempt too much. Am interested myself, and teach as though the subject was of great importance.—*D. P. Simmons.*

The analysis of sentences by diagrams is one of the most interesting devices.—*N. M. Walrass.*

I select such parts of the text-book as I know my class can understand. We take but one part of speech at a time, and when that is "on the tongue's end" we pass to another. I select sentences from the Grammar, best adapted to the advancement of the class. If some in the class are backward, I give them the simpler

sentences to analyze, with which they will succeed; and this gives them confidence and secures their attention. —*T. J. Lodge.*

Rules and definitions should be learned *verbatim*, and should be recited without assistance.—*Anonymous.*

Also, the models for parsing when given by the teacher should be followed literally.

As in conversation we are compelled to think quickly of the right word to use in the right place, so in the general exercises of the Grammar class the pupils should be taught to think rapidly.—*Anonymous.*

Review exercises upon the properties of nouns may be made as follows, the teacher writing upon the board the *kind* and *properties*, for the pupils to give a suitable word, thus:

Proper, third, singular, neuter, objective.
Common, third, plural, common, possessive.
Proper, first, singular, masculine, possessive.
Proper, second, singular, feminine, nominative, etc.

It very frequently occurs that a pupil can give an illustration of a term or of a construction which he cannot define. We therefore particularly insist upon illustrations being given.—*Anonymous.*

The following is a valuable exercise in synthesis. Let the pupils be called upon to give sentences which contain *only*

A noun and a verb; as, "John runs."

those that rhyme with it, and the one who guesses correctly thinks of a word which rhymes with another which he mentions, and the other pupils endeavor to find it. The exercise is valuable in giving pupils a more extensive acquaintance with words and also in that it teaches them to think.—*Kerl's Composition.*

In calling for sentences it is well with advanced classes to have the rule that there shall be given no sentence which has in it less than six words, unless the nature of the question requires fewer.

How rarely do we hear of a teacher's engaging in conversation with his pupils; and yet what exercise could be more proper or more useful than for the teacher to converse freely with his pupils about the thousand subjects that interest their opening minds. In this exercise, as in Philosophy, action and reaction will be, at the least, equal.—*Fowle.*

Teachers must guard against the use of corrupt expressions, and rigidly prohibit the use of them in the conversation and composition of their pupils. They must be careful to associate more with persons whose conversation is correct and refined. They must set a watch over themselves, as well as hold one over their pupils.—*Fowle.*

A sheet, on which are written the reported grammatical errors of pupils, kept posted conspicuously, will do more to banish bad language and bad pronunciation than all the set Grammar lessons that can be given.—*Fowle.*

Be not too severe in correcting the written exercises of the less advanced pupils, lest you thereby discourage them.

The written exercises should be so graded as to grow gradually more difficult and comprehensive. The teacher who feels incapable of devising such a series should consult or use some such model series as Greene's Graded Grammar Blanks, or Richardson's Graded Language Exercises.

The ability to parse and analyze sentences is no guarantee of ability to successfully use language.—*Hiram Hadley.*

Every school exercise, even the dryest Arithmetic, may be a language exercise, if the class are always kept on the alert to notice (and correct when at its close corrections are called for) any and all errors in pronunciation or Grammar. If a pupil can give an answer in fewer or better terms than those used by a class-mate, let him always be encouraged to do it. The habit of using correct language thus formed, in conversation and recitation, will lay the foundation for the higher work of composition.—*B. G. Northrop.*

In addition to the number of exercises already given by which the teacher may profitably interest his class, the following are given, taken from the author previously quoted: Have pupils point out resemblances and differences in things. Describe pictures as seen or remembered. Describe natural scenery. Describe one's town—one's county—one's state—one's country.

No one ever changed from a bad speaker to a good one by applying the rules of Grammar to what he said. —*Whitney.*

As a drill for the memory, let the analysis of sentences be written without reference to the book.

After correcting a set of written exercises it is a good idea for the teacher to read aloud to the class some of the papers that have errors, for the class to detect. Also some of the perfect ones, that they may know what is right.

Or, supply simple predicate to given subject. Supply enlarged predicate to given subject. Supply enlarged subject to given predicate. Construct a sentence containing a phrase. Change an adjective into a phrase.

Or, change an adverb into a phrase. Change a phrase into an adverb. Change a phrase into an adjective. Have stories by teacher to be repeated by pupils, oral and written. Stories by pupils, both oral and written. Commit selections to memory.

Or, (for advanced pupils) resemblances and differences in words—in persons—in authors—in nations. Real journeys described. Letter writing. Business papers. Turn direct quotation to indirect quotation, and *vice versa.* Diaries, imaginary. Debates. Editorials. Criticism of book. Sketches. Essays.

Endeavor to have in all that is said the maximum of thought in the minimum of words.

The teacher should not directly tell a child anything which he can be stimulated to find out by his own senses or reflection. A single fact or truth which he discovers himself is worth a thousand which he passively receives.

Conversation should be treated as an art, and should therefore be cultivated with the zest of the amateur in painting and sculpture.

Of all the prescribed work in the text-book, I lay the most stress *upon the exercises* at the close of chapters, which require upon the part of the pupils answers indicating their acquaintance with the text gone over. They are the most valuable feature of any text-book. —*Anonymous.*

The time is coming, and will be here ere long, when there will be no more thought of teaching the *Grammar* of his mother tongue to an English speaking boy than of teaching him astrology.—*Richard Grant White.*

Teach the child habits of speech. Let correct speaking become his habit. Dwell upon the use of nouns in the singular and the plural number. Drill on the formation of sentences in the singular and plural. Have pupils form sentences with irregular plurals. Teach children to talk, because they must before being able to reason upon construction.—*W. B. Powell.*

The actual use of language is the only method to acquire it.—*Anonymous.*

CHAPTER VII.

GEOGRAPHY.

My method of teaching Geography is not very complicated. The pupils are first taught the divisions of land and water, illustrated by black-board drawings and maps. They then take the "Geographical models" of the United States. They are taught to put them together and describe the different features of each State, and the United States as a whole. The lessons are altogether oral in my department—the First Intermediate. The pupils always become thoroughly interested in the models.—*Emma Wheat.*

We teach Geography topically in advanced classes—map drawing accompanying every lesson in both primary and advanced classes. Teachers are required to have some historical fact each day if possible, and present it in connection with the lesson in such a manner as will interest the pupil.—*S. M. Inglis.*

Direct the pupil's mind in such a channel that he will learn to think of countries in their actual location. Thus teach a child that China is *under* Ohio and not *west* of it.—*A. W. Foster.*

Give the class as much oral instruction as possible concerning the habits and customs of the people of the country about which they are studying, also anything that may be interesting concerning the Natural History or Botany of the country. In fact, as much general information as possible, at the same time asking members of the class to look up some particular part of the lesson in advance, and bring it up in the class. Outline maps are essential. I do anything that there shall be no parrot work.—*L. M. Kellogg.*

We have no patent method of teaching Geography. Our teachers do not tie themselves to the text-book, but pursue the recitation in a conversational way, encouraging digression on the part of the pupils and thoroughly interesting them in the subject under review.—*R. P. Warne.*

Make selections from the maps drawn on paper, and have them fastened to the wall. Of maps drawn on the board, have one or two of the best left till the next set is drawn.

Where there is a list of questions, let one of the pupils of the class occasionally ask them.

Let any new and practical outside matters pertaining to the subject be introduced at any time. If you cannot answer any of the questions at once, *find out* the answer and give it at the next recitation.

Don't expect paragraph after paragraph of the text to be recited without the assistance of some questions.

Have them locate a place by the teacher's giving its Latitude and Longitude; thus the teacher may place upon the board at recitation the following Latitude and Longitude of places, which the pupils will find for the next recitation:

Lat.		Long.		
53°	N.	6°	W.	(Dublin).
42°	N.	71°	W.	(Boston).
30°	N.	90°	W.	(New Orleans).
59½°	N.	31°	E.	(St. Petersburg).
23°	S.	43°	W.	(Rio Janeiro).
32°	S.	132°	E.	(Cape Adieu).

Or, he may ask them to find the large cities near a certain parallel, as 40° North, or a certain meridian, as 80° West.

Teach the definitions of terms by illustration and repetition. Have them take slates or paper and number perpendicularly from *one* to *ten*. As the teacher gives the definition they write the thing defined.

Or, the teacher may point upon the map to certain natural divisions for the pupils to write the names.

Or, they may draw *original* maps to illustrate certain things the teacher may assign; as thus, one may be asked for a sketch illustrating a cape, island, and river; another a gulf, peninsula, and an isthmus, etc.

Give a pupil an earth-board and a little heap of moistened clay, and let him shape out for you an island

or a continent with its mountains, rivers, depressions, and coast indentations.—*Quincy (Mass.) Plan.*

The first year of our course is spent on our own State entirely; after which nearly every pupil can easily bound most counties of the state and give county seats, as well as draw the state by counties.—*H. G. Welty.*

Have maps drawn from memory, and also from books.

Teachers may describe a river, and from the description pupils may give the name.

As a recreation exercise the teacher may call for the name of some place the pupils have learned which has in it but two letters, next three, next four, etc.

Or, for one beginning with A, the next with B, the next with C, etc.

Or, for one which is a monosyllable, another a dissyllable, a third a trisyllable.

Or, describe or tell something characteristic of a state, or city, or people, for the class to mention the state or people.

Introduce practical lessons occasionally illustrating the words: beneath, above, between, next, beyond, first, second, third, right hand, left hand, etc., etc.

Have them draw a map of the schoolroom to a correct scale—also the school grounds.

The teacher may ask for the names of countries which have contributed to a meal consisting of tea or coffee, potatoes, beef, rice, bread, butter, prunes, fruit-cake, a pineapple, and tapioca pudding.

Or, the countries which have contributed to the apparel of a lady who wears a silk dress, a cashmere shawl, diamond ear-rings, a lace collar, morocco gaiters, a gold chain, and a velvet bonnet trimmed with ostrich feathers.

Or, what State produces the slate pencils, and what ones the paper, and out of what is the latter made, and how would it be brought to us from the place where made. Older pupils should trace the route through, giving names of railroads and important cities passed.

Without maps true geographic teaching is impossible. —*A. Guyot.*

Let geographic queries be brought by pupils for other members to answer.

In map recitations one pupil at the map may be questioned concerning places by the class together or by one pupil of the class.

Calling attention to comparative *shapes* is both interesting and profitable, in that it fixes the form in the mind of the pupil by comparison. Thus, Illinois resembles a wedge. Lake Erie—a whale. Sea of Japan—a rabbit. Cuba—a lizard, etc., according to the ingenuity of the teacher.

Attention should be given to comparative sizes also. That Australia is about the size of the United States. That England is about as large as Illinois. Ireland about as large as Indiana. Greece about as large as New Hampshire and Vermont, etc., etc.

By means of thin paper the exact form of any or all of the states can be cut from a large wall map. These can be laid upon card or pasteboard and cut so as to have accurate and durable outlines of all the states and territories, which can be of use in a score of ways to an ingenious teacher. Better than cardboard, and attended with little expense, would be to have some industrious boy saw them out of thin boards with his "jig-saw" from the models cut by the teacher.—*Anon.*

With a *string* a pupil may outline a coast, as, for instance, the Atlantic, or may shape it to mark the bends in a river from its source to its mouth, as, for instance, the Mississippi.

The order or arrangement of the pupil's course in Geography should be from that which is around him to that which is beyond. He should learn first all about his own town, next his county, next his state, next the United States, and lastly about the other important grand divisions.

An interesting recitation upon the globe may be obtained thus: With globe in center of the room and with the class at the board, each pupil having a short string and ruler, the teacher may tell them he wishes them to draw the lines he is about to call for as they

would see them if looking down upon the North Pole of the globe. Also that each pupil will draw a line and mark a place *only as it is called for.* He may then call for the equator (and as soon as it is drawn), tropic of cancer, arctic circle, north pole, north frigid zone, north temperate zone, torrid zone, and three or four meridians. When completed, their figures should be carefully corrected.

In the study of any state or country it is well to have a plan laid out of the chief things to be noticed and remembered—care being taken not to waste time on little and unimportant details. The following, taken from the "Teachers' Hand-Book," is suggested:

I.	Its form.	IX.	Soil.
II.	Its position.	X.	Productions.
III.	Size.	XI.	Occupations.
IV.	Boundaries.	XII.	Towns.
V.	Coast.	XIII.	People.
VI.	Surface.	XIV.	Education.
VII.	Inland Waters.	XV.	Religion.
VIII.	Climate.	XVI.	Government.

With classes that have made suitable proficiency, an interesting recreation may be taken by introducing such questions as the following:

Who knows the name of a river, or cape, etc., which is the same as the name of some boy in the class?

What mountains with the names of Presidents? or, of great Generals? or, of some explorer?

What island the name of some girl?

These may profitably be extended indefinitely.

The location of places can be systematically and thoroughly taught by the method of "tracing lessons" long in use in many of the state schools, which consists in starting upon the coast of the continent under consideration at any point, and going around it and over it, mentioning all the important places passed and anything for which they are noted. The teacher goes over the map first and prepares the list of places to be learned, which he writes in a little blank book in the order in which they come. For a lesson he may write upon the board as many as he thinks the class can master. These are to be recited in their order forward or backward by the pupils—their location pointed out and the names properly spelled. The work can be made hard or easy, as the teacher takes many or few places at a lesson; or the study of a continent may last a long or a short time according as the teacher includes in his list all of the places given on the common maps, or only the most important ones. Supposing the continent to be studied is North America—the teacher might lay out his work commencing with Pt. Barrow, thus: C. Barrow, Mackenzie R., Great Bear Lake, Great Slave Lake, Athabasca Lake and River, Bathurst Inlet, Victoria Land, Boothia Peninsula, Melville Peninsula, Southampton Island, Chesterfield Inlet, Hudson Bay, etc., etc., etc. If every principal river is ascended and the principal places taken in connection therewith, it will be found when the continent has been surrounded that not much of importance has been omitted.

These may be recited forward orally by any pupil, the others listening for mistakes; or,

The teacher may call for any particular place to be located; or,

Class may recite in concert; or,

Teacher may recite, making certain errors for the class to notice; or,

Pupils may question each other or the teacher; or,

Some may be assigned to write the review lesson upon the board while the advance is being recited; or,

The lesson may be recited around the class in order, each giving a place in turn, etc.

A good way that I have found for reviewing Geography is to have the school divided as in a spelling match. Then the sides alternately state some geographical fact. If something is given that is not a fact, the one doing so sits down. No fact is to be repeated. The teacher decides in all cases of doubt. It is surprising how much interest pupils will take in looking up facts. The teacher asks no questions, and the interest increases as the number on each side becomes less. It gives the pupils an opportunity to tell what they know, and they always desire their side to be victorious. It is good for a Friday afternoon's exercise. Try it.—*G. W. Hœnshel.*

The teacher may take any metropolitan newspaper, in which there will be most likely many geographical references, and in the class have the pupils locate all of them. They may thus be shown the practical value of knowing the location of important places, for they will continually be meeting with such in their reading, and they will wish to know where they are.

Let them plan trips through certain countries so as to include the things worth seeing.

The following method has been successfully used by many teachers in fixing the location of places: In taking up a continent let the first lesson be the countries and capitals; the next the bodies of salt water touching it (to the number of twenty or thirty as the teacher sees fit to request); the next, rivers (taking an appropriate number as before), and so on, taking successively mountains, towns, cities, capes, islands, etc. This can, of course, be used only with more advanced classes, and has the advantage of getting the work of "looking up" the places done by the pupils.

Call upon a pupil to tell what things worth mentioning he would see in sailing up a certain river or standing upon a certain mountain.

The most accurate and correct method of map drawing is by means of the lines of Latitude and Longitude, substantially the same as the maps in the geographies are represented as being drawn upon. The pupils should first master the drawing of the parallels and meridians both on paper and at the board, according to some scale, having their parallels always an equal distance apart and the meridians all equi-distant as they cross a given parallel. These can be taken from the maps, but the pupils should so determine the scale upon which they draw as to get the largest possible map in the space allotted to them. The teacher then gives the Latitude and Longitude of the principal points upon the coast as guides, pupils marking them by dots and tracing the coast line accordingly. The maps should not be drawn until the teacher is satisfied that the lines are correctly executed and the points accur-

ately placed. As many *points* may be given of the interior as the teacher thinks best. The points may previously be written upon the board by the teacher and copied by the pupils for their own future reference. Do *not* have the pupils commit them to memory, as they are of no practical value.

In drawing, the coast line should first be made light and afterwards as heavy as possible, not to be stiff and rigid.

Rivers should be very light at their source and grow broader toward their mouth—no tributary being broader at its intersection with another river than that river itself.

In shading the coast, the first line should be almost as heavy as the coast line itself and close to it, the next a little lighter and farther off, etc., etc.

Mountains should be shaded with perpendicular lines close together, the heaviest part of each shade line being at the center, which could be represented first by two light parallel lines close together and, after the shading, be filled up with one heavy bright line.

Lakes can be shaded by a uniform application of chalk or pencil all over the surface, which is surrounded by a bright and heavy coast line.

When a lesson has been recited, it is well for the teacher to ask, "Who remembers something recited in to-day's lesson?" and repeat this until the chief things in the lesson are mentioned, regardless of order.

I think it better to teach the sketching of *each* of the United States *well* than to do *all poorly*.—*Anonymous.*

The best way for advanced pupils to study the extent of countries, the population of cities, the length of rivers, kinds of religion, etc., is by comparison and classification.

Foreign countries need not be described so minutely as countries nearer home, nor those with which we have little intercourse as those with which we have much. Great teaching skill will be required to know what to include in these lessons and what to omit.

Let imaginary schoolhouses and grounds be drawn by the pupils, with all complete appliances. Also imaginary farms, towns, etc.

The first time I go over the world with a pupil I do not hurry, and I am not too particular. The next time I require more. After a basis is thus laid, the children are ready to enjoy history, voyages and travels, and all books that describe the countries with whose geography they are acquainted.—*Fowle's Teachers' Institute.*

Let all the maps be drawn upon paper of a uniform size. Let all written exercises presented by the pupils be neatly kept and filed away systematically. Thus teach order and system.

I found map drawing very difficult to teach in the beginning of the work, some of the class insisting that they could not do it. This was indeed true. However, I insisted upon having something which we might call a map from each pupil each time the task was

assigned, and by encouraging each one by words and increasing their standing in Geography for the day by what I considered their effort at map drawing worth, I succeeded by the end of the term in getting moderately good maps from each, and *very* good from a few.—*Anonymous.*

It was always my custom to select a good newspaper and read it, or suitable parts of it, to my more advanced classes. If the name of a place was mentioned we determined its direction and distance from home; and if the name was new to the class, they noted it upon paper and at the next lesson were expected to tell all that they had gathered about it.—*Fowle's Teachers' Institute.*

An English educator has prepared an article of apparatus which he calls a geographical box. It is made of wood, carved to represent a continent with its seas, bays, islands, lakes, etc. Mountains, table-lands, banks of rivers, etc., are made with putty, and the whole painted in the natural colors of the objects represented. This model is made to fit in a box somewhat larger in size and which when used is partly filled with water. Inside, the box is painted a bluish-green, to imitate the color of the sea. The model must be so adjusted in weight that when placed in the water contained in the box it will allow the water to pass about it in such a manner as to represent peninsulas, bays, harbors, isthmuses, etc.

Pleasant associations must be made to cluster about all of the dry details of the study. The earth must not

be considered merely as a skeleton. It must be *vivified with life.* The teacher should travel with the pupil in imagination.—*Wickersham.*

Having found the facts of Geography, and classed them, learners must be set upon the search for their causes. The *causes* must be investigated that have tended to shape the continental masses, heaved up mountains, that temper the weather, that control the occupations of people, etc.—*Wickersham.*

At the beginning of each month it is a good idea for the teacher to post up in some place in the schoolroom the list of maps that are to be drawn during the month, naming the day that each is expected. This will relieve him from answering every day the question, "What shall we draw next?"

Don't fail to give full instruction *how* to draw maps. Perhaps the reason that a certain pupil refuses to draw a map is because he does not know *how to proceed.*

Each pupil may be assigned a special topic upon which to prepare and report to the class. The answer to each may be written upon a slip of paper or a slate, with the pupil's name, and given to the teacher, who can hear the pupil recite from memory as much as possible of what he has written.—*Anonymous.*

Young people should be taught those things in which they can be made to feel an interest; and this interest can be greatly increased by placing the object of the lesson before them in the schoolhouse. Minerals, shells,

flowers, fossils, etc., may be brought into the schoolhouse; and the teacher and pupils may visit with profit woods, meadows, mines, quarries, ruins, etc.— *Wickersham.*

Do not attempt to make the work of the Primary or Intermediate classes *comprehensive* in its character. Many teachers are disappointed simply because they attempt too much with elementary classes.

The origin of names of places and the reasons for the growth of cities, formation of rivers, etc., are topics for pleasant general exercises.

Short descriptive compositions about countries will be found exceedingly valuable.

The teacher may write one day upon the board, for recitation the next day, a set of questions, and inform the class that in the recitation each one will be given an equal amount of time to tell the information he has gathered, for the purpose of seeing who can tell the most in the shortest time.

These questions or topics should be copied by the pupils neatly into blank books and occasionally examined and corrected by the teacher.—*Fowle.*

The teacher may draw upon the board a river, a chain of mountains, or a lake, for the class to name from its resemblance.

Or, he may draw a state and as he puts in the representation of the various things that make up the map,

let the class name them. Carefully conducted, this exercise can be made to arouse the greatest enthusiasm.

It seems to me a good plan during the recitation on each state to take up some point pertinent to the lesson, but outside the regular text-book questions, and discuss it with the class. For example, while studying New York, mention of the salt springs at Syracuse will give occasion for a very interesting digression concerning the cause and nature of this deposit; how the brine is obtained; the process of manufacture and the amount produced annually. In North Carolina the production of tar and rosin claims attention. Rice in South Carolina and cotton in Mississippi, each with its varieties and mode of culture, will be subjects worthy of careful consideration, as will sugar in Louisiana, oysters in Maryland, fisheries in Massachusetts, etc. Now it seems to me if these be made the prominent features about which the others may be grouped, the minds of the pupils will be more permanently impressed. It makes the learners inquirers.—*W. R. Hall.*

Do not attempt to burden the minds of pupils with the details of the different states as fully as they are given in the text-books.

Do not expect your pupils to know more of the subject than you would know without the use of text-book.

Occasionally have the advance lesson read aloud by some pupil for the others to hear and when read to mention the chief or leading facts therein.

Omit minute details that are to be memorized only to be forgotten in a week.

If you use the questions in the geography, teach pupils *how* to find the answers to them by having a question read and then the answer.

CHAPTER VIII.

HISTORY.

In teaching History, I use the outlining, the topical, and the catechetical methods combined. I discourage the use of a uniformity of text-books on the subject. I place on the board one day the topics to be discussed the next, and let the pupils get their information from any reliable source—mixing in with regular historical exercises lessons in United States and Illinois civil government.—*W. F. Scott.*

I try to get a text-book which is not a dry dictionary of dates and facts. Trace routes and locate places on an outline map, or on the black-board; if on the latter, we fill it up as the lessons progress. Have proper names written on black-board, noticing errors. Review by written essays. Associate dates and names, as, 1320, 1620, 1820, and General Knox, Knoxville, Knox County, etc.—*J. M. Clenahan.*

I use the topical method when I can, but it happens sometimes the pupils cannot tell all of one topic. This being so, I commence with a topic that I think is rather difficult for one pupil to remember entirely, and

ask some member a question that will bring out part of the topic, another member will be required to tell another fact in the topic under consideration, and so on until all the facts are brought out; and call on one to tell *all* that has been told on that topic. By doing so, I find I have the attention of the whole class all the time, for no one knows when he will be called on for a general statement.—*H. L. F. Robinson.*

One of my successful methods is to have each lesson recited twice. To-day by *topics*, with review of the same to-morrow by *facts*. Have the geography of the places looked up, and have the pupils recite intelligently in their own words. The *fact* recitation can be made interesting, and need not take more than ten or twelve minutes of time. Devote two days during the month to general reviews.—*W. E. Mann.*

In every recitation let the attention of the pupils who are not reciting be directed to the one who is reciting, for mistakes of omission as well as commission.

If the class is not too large, the teacher may have the pupils write all they know about the lesson upon their slates or paper, and at his leisure correct them in the conciseness of their statements, punctuation, and spelling, as well as in facts.

The particular date of each event in history is not so essential as that the pupil be able to tell approximately the time of the occurrence. Let the facts be grouped around some great and important date, which all should always remember, as, for instance, such landmarks as

1620, 1643, 1775, 1812, etc. As many of these clustering points can be selected as the teacher thinks best. It is idle to hope that pupils will remember the years for every settlement, important battle, or change in society. *Teacher, do you?—Examiner.*

By way of review, the teacher may give the event for the pupils to locate the time, or *vice versa.*

Cross-examinations of teachers by pupils, or pupils by teachers, are valuable and interesting. Any questions that pertain to the lesson should be admissible.

Or, at the close of the recitation the teacher may request one pupil to ask a question bearing upon the lesson, and quickly turn to another to answer it.

Or, he may go around the class by rote, having each one in turn ask a question in review, and call upon some one to answer it, or do it himself.

The thing to be studiously avoided by the teacher in recitations is the asking of such questions as by their form give the class an idea of the answer.

The confidence of the pupils in the teacher can be inspired only as he does not expect of them a closer acquaintance with the book than he himself possesses. In other words, the teacher should not resort to the book during recitation, but should besides be so posted in collateral history as to introduce additional interesting information with which the class has no acquaintance.—*Anonymous.*

Concert recitations on such things as lists of Presidents and wars will sometimes *fix the facts* in the minds of some where nothing else will.

Review lessons may be written at the board while the advance is recited in the class.

Pronunciation and spelling are *accidents* of the study to which constant attention should be paid.

When the lesson has been recited, the teacher can test the knowledge which the class will likely retain by such questions as, "Who remembers anything in to-day's lesson?" "Who remembers anything else?" etc., until the time of the recitation expires, or until nothing more can be obtained from them.

Or, he may test their power of discrimination by asking, "Who recollects the *most important* thing mentioned in the lesson?" "The least?" "The saddest?" "The bravest?" etc.—*Anonymous.*

Recreations, such as to have the class find as many events in the history of the country which have been made memorable by poems or stories are valuable; and in connection with this, encourage the pupils to read such. Some like Barbara Frietchie, or portions of Evangeline could be read in the class by any pupil, or pupils, or teacher.—*Anonymous.*

A diversion called "The Thinking Exercise" may be made interesting by the teacher, who remarks: "I am thinking of a General who was called 'Rough and

Ready;'" or, "I am thinking of a battle in which the commander of each army had formed the same plan of attack;" or, "I am thinking of a settlement that prospered from the very first," etc., in almost endless variety. These the pupils are to answer; or they may take part in the exercise by giving some topics upon which they are thinking themselves, for the others to mention.

Pupils should also be encouraged to bring into the class any anecdotes concerning persons mentioned in the lesson, or anything touching upon the lesson which they have gleaned from their outside reading.

The teacher may recite a portion of the lesson himself, telling the class that he will make certain mistakes for them to observe and (when he is through) to correct.

When there are members of the class who are duller than others, it is a good idea to assign them the same topic that has been recited by another occasionally to encourage and assist them.—*A. S. Stayt.*

Let each pupil draw by lot, on coming to the class, a number, and let the teacher assign the topics by number, so that neither the teacher nor any member of the class (except one) will know who is to recite upon a certain topic; or, the questions may be written and numbered to correspond with the numbers drawn.

Show cause and effect in every step, and strive to have the pupils seek out the causes of various events for themselves. History deals for the greater part with

effects—the causes being given, as a rule, only for *wars*. "*Why* did the Spaniards flock to Cuba and Mexico?" "Why did the Dutch seek homes on the Hudson?" "Why did certain battles result favorably or disastrously to a certain army?" "Why did Chicago become a larger city than Indianapolis?" "Why did Lincoln write the emancipation proclamation?" "Why do we celebrate Thanksgiving Day?" and the like, are questions which cannot fail to arouse thought in the pupil.

Let map drawing accompany all such descriptions as require it for a clear understanding of the subject; as, for instance, Boston Harbor and New York Bay for the Battles of Bunker Hill and Long Island. These should be drawn on an enlarged scale.

With a little effort a composition may be offered each day by a member of the class on some historical topic, to enliven the recitation.—*Barnes' History.*

Call attention to the fact that the degree of civilization of the people is indicated in one way by the refinement with which they partake of food. Witness, for illustration, the Indians, on the ground, around one common vessel, from which all promiscuously eat; the Mexicans, with rough tables and coarse manners; and the Americans (and other nations), with their convenient tableware, tablecloths, napkins, etc. Let attention also be called to the fact that these things are the products of civilization, having come into use as it advanced. Have them seek out others, such as better treatment of criminals in prison; a tendency toward

self-government in monarchical countries; freedom of thought and action, as seen in the public press and private invention, abolition of slavery, etc.

Draw practical lessons from the lives of men, the results of battles, etc. By this means illustrate old proverbs. These may come up in every lesson, and pupils will take delight in looking for them in their study. Thus:

Nothing ventured nothing won (Stony Point).

All is not gold that glitters (Action of immigrants at Jamestown).

In union there is strength (Yorktown).

Necessity is the mother of invention (Missouri Compromise Bill).

At the beginning of the study let each pupil be required to draw an outline map of North America, at least 18×24 inches. This should contain only physical features, such as coast line, mountains, lakes, and rivers. If desired, they may be marked very faintly at first, and shaded and darkened when discovered in the progress of history. As the pupils advance in the text, let them mark on their maps, day by day, the places discovered, the settlements, battles, political divisions, etc., with their dates.—*O. R. Smith.*

Each pupil should keep a notebook in which to put down the important facts that are mentioned in the class aside from the text-book.

A mistake made by very many teachers in this study is that they instruct too much in detail; and by at-

tempting to have their pupils learn everything, they fail to impress upon them anything positively.

Wake up the dull ones by having them examine special points in the advance lesson; and have them feel that they must do this thoroughly, for their report to the class will be taken as authority.

The endeavor of the teacher should not be to teach chiefly *war* history, but rather the progress of civilization, or, in other words, the *peace* history of the country should receive the bulk of attention. No teacher can fail to be profited by reading "Taylor's Model History of the American People."

Let one object of the teacher be to cultivate in pupils a desire for collateral historical reading. Whether or not the pupils master the lessons assigned each day is not in the long run so important as that they form or acquire a taste for the reading of histories.—*Hunter.*

For advanced pupils and in reviews, I have found the progressive method productive of good results.—*Wickersham.*

History should be taught from a series of progressive standpoints.—*Wickersham.*

A knowledge of history can be turned to good account in all the varied affairs of life. For the purposes of moral instruction its claims are of a higher order than those of any other branch of learning. No better opportunity of awakening virtuous feelings can occur

to the teacher than is presented in the study of History, and it is nowise out of place to urge here that judicious advantage be taken of it. Moral examples have more influence upon the young than moral precepts. The heart is more easily moved to virtue by incidental than by direct teaching; and the faithful teacher will not fail to improve the occasions which so frequently occur in reciting lessons in history by planting moral seeds in the open hearts about him, well knowing that they will germinate and eventually produce rich fruit. No study is so useful in the formation of character as History. In its study pupils see life. Great deeds are done by beings like themselves, and they cannot resist the desire to do like deeds.—*Wickersham.*

It concerns us little to know the lineage of kings and queens, the intrigues of courts, or the plans of campaigns; but it would interest us much to be told how people in past times built their houses, worked their fields, or educated their children; what style of dress they wore, what kind of food they ate, what books they read. Let the customs, manners, and doings of bygone people—life's quiet ongoings, as well as its comedies and tragedies—be vividly described, and History will become a favorite study.—*Wickersham.*

It is an excellent plan for every teacher to keep a commonplace book of considerable size, different portions of it being set apart for the different subjects upon which he is to give instruction. On the first twenty pages "Geography" may be the *head;* the next twenty pages may be set apart for "History;" twenty more may be assigned to "Reading," and a like

number to "Arithmetic," "Grammar," "Spelling," "Writing," etc., reserving a space for miscellaneous matter. This would make a large book, but when it is remembered that it is to be used for several years, it is well to have it large enough to contain a large amount of matter. Now, whenever the teacher hears a lecture on a peculiar method of teaching these branches, let him note prominent parts of it under the proper head, and *especially the illustrations.* When he reads or hears an anecdote illustrating "Geography," "History," or "Grammar," let it be copied under the proper head. If it illustrates "Geography," let the name of the place stand at its head. When he visits a school and listens to a new explanation or a new process, let him note it under its head. In this way he may collect a thousand valuable things to be used with judgment in his school. —*Page.*

It is a common error in our schools to place Histories of the United States in the hands of children who cannot appreciate the facts contained in them or understand the language in which they are written.—*Wickersham.*

Let the first examination cover the work of the first eight weeks of the school year; the second cover the work of the first term; the third cover the work of the first eight weeks, and the fourth cover the work of the second term. Let the last examination cover the work of the school year. Monthly examinations are too frequent. Time, paper, and strength are all wasted.—*Practical Teacher.*

Review! Review!! Review!!!

As a foundation of study, the topical method seems preferable. One or more topics may be given out, and all in or outside of the text-book bearing upon the subject should be brought in, that time will permit. Maps should be freely used. Pictures of people and places, stories, and anything that will make the subject *real*, should be made use of. Relics of the Revolution or Rebellion will raise the interest to a white heat. The connection between topics should be carefully shown, cause and effect should be dwelt upon, and then repetition will serve to fix the ideas in memory. Review by questions, by dates, by geography, by parties (political and otherwise), and in every possible way. And here a word as to dates. Fix on some few important dates and learn them thoroughly. In nearly all cases the year is sufficient. Then group other facts around these dates, as occurring before or after. Occasionally send either a part or the whole of the class to the board and have them write the answer to a question or topic. Then have each pupil correct another's work; or, all seated, let the class correct each pupil's answer. The teacher may write important questions on slips of cardboard and pass to members of the class. These used for a few moments during each recitation are very profitable. The same questions may be preserved for succeeding classes. Occasionally let a pupil recite till he makes a mistake, or let pupils ask one another questions. Once in a while, have these questions written and passed round among the class. Children are very fond of making out questions, and sometimes ask very good ones, though not seldom they ask unimportant or catch questions. Parrot recitation should be guarded against. Ideas imperfectly expressed are better than the words

of another glibly recited, with no idea behind them. Perhaps there is no branch of study which can be made more interesting and profitable than History, or, on the other hand, more uninteresting and of less benefit. Aim not for per cents., dates, or rote recitation of disconnected facts, but for *real culture.—Ellen A. Folger.*

Let the teacher who wishes to fix thoroughly in the minds of the pupil the succession of battles during a war, use the black-board. Draw the plot, and trace on the board the exact route of each army, and have the pupil name each battle as it is reached by the teacher, until the pupil is familiar with the plan; then let each member of the class pass to the board and do the tracing. They will in this way not only gain a thorough knowledge of the geography of the country, but will not readily forget the order in which the battles occur. *—H. D. Fisk.*

One of the earliest points to be attended to is the cultivation of language. It is useless to expect children to get ideas from the printed page if they do not know the meaning of the words they read. Sometimes we fail to appreciate what a faint idea children get of the meaning of words. With beginners in History it seems advisable to read over the lesson with the class before they study it, and ask them to express the thought in their own words. Sometimes the number of ways is astonishing in which the same thought is expressed by different pupils. Obtain from the class, if possible, a common word for every hard one in the lesson. Show by sentences the shades of meaning between words of similar signification. In a short time

pupils will take pleasure in reciting in their own words, and they will improve rapidly in their ability to tell a story well.—*Ellen A. Folger.*

HOW TO TEACH GENERAL HISTORY.

First, the class must be taught *how to study.* The teacher must direct, else time will be wasted and a lack of interest soon become apparent. The scholar is first instructed to read carefully the advance lesson. If he has need to consult the pronouncing dictionary, the gazetteer, the biographical dictionary, the encyclopædias, other histories, or any work of reference, this is his time to do such work. The student then reads very carefully the first division of the text. Then, with pencil and paper at hand, he re-reads the same and writes "catch-words" as an outline of that division. He closes his book. From his outline he recites to himself the paragraph. He opens his book, and reads to see if any essential particular has been omitted. He puts aside his first outline; now, with book closed, he makes a new outline and again recites to himself. If he has given close attention from the beginning, his lesson is now learned. At the recitation no books are used by either scholars or teacher. The review of the previous day's lesson is recited by the teacher giving topics, or by questioning. For the advance lesson, each one of the class, at the black-board or on a slip of paper, makes a "catch-word" outline of the lesson, similar to the one prepared when studying. From this outline, each recites his lesson. The advantages of this method are: (1) drill in both oral and written work; (2) constant attention to penmanship, spelling, punctuation,

and the use of capital letters; (3) system; (4) originality of thought and expression; (5) each scholar thinks over carefully and recites all the lesson; (6) independent research; (7) a genuine love for the study of History, and enthusiasm in the work.—*C. H. Gurney.*

CHAPTER IX.

DISCIPLINE AND SCHOOL MANAGEMENT.

In calling classes to recitation, or in dismissing school, it is well to observe some regular signals. Of all those in use, perhaps the most common and generally satisfactory are those which are based on the number *three;* thus, *one* signifies "prepare to rise;" *two*, "rise," and *three*, "pass." These can be given by count, tap of bell, by signal with pencil on the desk, etc.

Some prefer to have no counting, but simply to obtain the attention of the school by calling the word "class;" and with the word "rise" give an upward motion of the hand or forearm, and with the word "pass" let the hand fall.

In large rooms, having many rows, confusion and noise can be avoided by calling but one row at a time; yet it is questionable whether the saving of the noise is more to be desired than the saving of the extra amount of time required by it.

Some time since, I called the attention of the pupils to the idea of making the schoolroom more attractive

by the addition of pictures, winter bouquets, flowers, and anything ornamental. It took only a few days to transform the plain blank walls into attractiveness. The children brought dried grasses from the meadows, autumn leaves, plants, hanging baskets, chromos, and engravings. The girls remained after school to assist in making rustic frames, and the boys were useful in handling the step-ladder. The scheme has been so successful—not only making our rooms more pleasant, but also creating a new spirit for excellence in school work—that I have noted the fact, hoping others may profit by it.—*E. Crosby.*

Almost anything is preferable to such slovenly way of calling as, "Grammar class!" and allowing the pupils to come pell-mell or straggling.

In country schoolhouses, where one or more rows of desks are crowded close to the wall, the teacher should be governed by circumstances, calling pupils two by two; or, first those nearest the aisles, and next those near the walls.

Dismissals should be systematic—even if the calling of the classes be not with signals.

For various misdemeanors, the teacher may keep a list of the names of those whom he sees out of order during the day, and read before the school at night.

To excite good feeling among pupils, let the teacher inform them that upon a certain day he will permit them to spell down, and the last one down shall

have the honor of receiving in his own name a school journal, which shall be for the use of the school outside of school hours and which will be paid for by the teacher.—*Kansas School Journal.*

When pupils have had work at the board, and are still standing by it waiting for directions from the teacher, if the nature of the work is such that it can be corrected by dictation from the teacher, he may call their attention and tell them that (at a signal) each pupil is to pass to the place of the one standing third, sixth, fourth, etc., from them to the right or left. Thus, with attention of all, the teacher says: "You will each pass to the place of the one whose work is the fifth from yours to the right. Pass!" Thus teach them to *observe orders.*

A general exercise is appropriate occasionally in the middle of a long session to *rest the eyes* from the books.

Our usual punishments are demerits, accompanied with detention after school ten minutes for each mark. An average of at least 80 per cent. each month in every department is required under penalty of suspension.—*L. A. Thomas.*

Samples of the work of the school should not only be kept posted up in the schoolroom, but perhaps also at the postoffice in the smaller towns, that patrons may be interested.

I have the plan of giving each scholar a number, and each one is known by number instead of by name. It

precludes the necessity of calling names so commonly, and if we have visitors I can call a pupil to order without any one knowing who it is.—*Herman Roe.*

I have no code providing specific punishments for specific offenses. I endeavor to make my pupils all understand what I require of them and why they should meet those requirements, avoiding formal commands as far as possible. I am a firm believer in corporal punishment as a last resort. Direct appeals to the self-respect and pride of pupils are very potent agencies for mitigating many of the annoyances of the school-room; but this life is too short to spend in waiting for such appeals to take effect on some pupils.—*A. B. Copeland.*

Where it is necessary for pupils to pass from the room, they are required to leave their names, written upon a slip of paper, upon a file on the teacher's desk, writing also the number of minutes they wish to be excused—no two to be out at the same time. When the pupils return to the room they take their papers from the file.—*Anonymous.*

These two things should be kept in mind—first, that the object of punishment is to cause the offender to suffer for his misdemeanor; second, all punishments should be reformatory.

A pleasant and profitable exercise is to take half an hour upon Friday afternoon of each week for a review of the principal events of the week which the pupils have gathered from their newspaper reading.—*G. W. M.*

In many schools the regular recesses have been done away with, and in their place have been substituted whispering recesses of three or five minutes' duration, one regularly every hour. During these, no pupil passes from his seat without excuse.

I try to interest my pupils, keep them busy, have private talks with them, very seldom reprove before the school, *govern myself*, use kindness and firmness, and in extreme cases suspend, but have not had to do this for a long while.—*C. B. Stayt.*

A good plan to awaken attention in the lower classes is to have the children, when they become listless, spell as rapidly as they can, or spell words slowly backward, or observe a word or number written in the air. But when the attention to such an exercise lags, it should be dropped or changed to another.—*Educational Weekly.*

Different people demand different kinds of government, so do different schools and pupils in the schools.

A query box can easily be made out of a chalk box and be left upon the teacher's desk to receive questions from the scholars during the week, to be answered on Friday afternoon—if not by any of the pupils, then by the teacher.—*Anonymous.*

Have a seat more prominent than the others in front and apart from the remainder, designated as the seat for bad pupils. This should be near the teacher, that the unruly who are called upon to occupy it may be

closely watched, and the punishment thereby be given force.

Whether a pupil should be deprived of recess depends upon the pupil. Some it will punish and others not.

An interested school is a working school, and a working school is self-governed. Therefore interest your pupils.

Work up a *wholesome sentiment against irregularities* of all kinds.

Work is the great element of correction.—*E. E. Henry.*

"Heroic" treatment for extreme cases. Persistently endeavor by gentle means to elevate the moral tone of the school, and by short talks occasionally show the necessity of self-control.—*J. Valentine.*

I try to avoid the misdemeanors rather than to find suitable punishments.—*A. F. Jenks.*

Corporal punishment is sometimes a necessity, but we think the least possible the best. The encouragement of a manly and womanly spirit among our scholars is often more important than the things they learn from books.—*W. H. Beach.*

With large scholars I am more successful with the system of reading criticisms at noon and night covering all misdemeanors. I have a book on the desk in

which they are written at the time of occurrence. Pupils are very careful about having their names appear on this book.

Again, I take them aside and appeal privately to their sense of right and wrong. When the case is obstinate, suspension and finally expulsion. In the lower grades a system of merits and demerits works well.—*J. W. Simmons.*

Punishments should be like the old lady's spice in the pickles, "according to taste."—*C. B. Thomas.*

As to schoolroom misdemeanors, I make the punishment of the same nature as the offense. As a privilege is abused, I deprive the pupil of that privilege. If the pupil is playing in school, I ask him to look up some subject in the cyclopædia. By this he may gain information. Idleness is the parent of mischief; I therefore aim to give all plenty to do, and see that it is done.—*J. H. Orcutt.*

Cultivate the habit of never showing vexation. There seems to be a certain amount of *felinity* about the average small boy. This spirit of persecution is directed against the teacher if easily harrassed or irritated. The skill and ingenuity of the live teacher will be used to guide this spirit rather than to crush it. Utilize these activities of the child, and they at once become the sources of his highest satisfaction and success. Save the boy for good in spite of himself.—*S. S. Townsley.*

Physical vigor is an important element of success in the teacher. The teacher should regard it as a duty to

feel well. Then early hours, regular habits, good and well prepared food, and an equable temper, combined with a hopeful spirit, should constantly bless the teacher's life. Dr. Arnold used to say: "When I cannot mount the library stairs two steps at a time, I shall think it time for me to seek another calling."—*S. S. Townsley.*

"*Similia similibus curantur.*"

The first way to secure obedience to commands is to make every rule and regulation you lay down the subject of careful previous thought. Determine on the best course, and be sure you are right; then you will gain confidence in yourself, and without such confidence authority is impossible. Be sure that if you have any secret misgivings as to the wisdom of the order you give, or as to your own power ultimately to enforce it, that misgiving will reveal itself in some subtle way, and your order will not be obeyed. An unpremeditated or an indefinite command—one the full significance of which you yourself have not understood—often proves to be a mistake, and has to be retracted. And every time you retract an order your authority is weakened. Never give a command unless you are sure you can enforce it, nor unless you mean to see that it is obeyed. You must not shrink from any trouble which may be necessary to carry out a resolution you have once laid down. It may involve more trouble than you were prepared for; but that trouble you are bound to take in your scholars' interest and in your own. We must not evade the consequences of our own errors, even when we did not foresee or even de-

sire all of them. The law once laid down should be regarded as a sacred thing, binding the law-giver as much as the subject. Every breach of it on the scholar's part, and all wavering or evasion in the enforcement of it on your own, puts a premium on future disobedience, and goes far to weaken in the whole of your pupils a sense of the sacredness of law.—*J. G. Fitch.*

For small boys and heedless ones I have a little plan which pleases me. My desk is a box desk closed in front, with a large opening behind. I sometimes require a troublesome boy to sit in behind this desk for a while. He is there by himself and keeps quiet.—*H. H. Ballard.*

I aim to anticipate trouble and thus avoid the necessity to punish. I never scold nor talk about order, but act promptly and say nothing. I check all wrong tendencies at the very beginning. The best thing tried to keep up interest is *constant encouragement.*—*L. B. Irvin.*

Consistent requirements, with eternal vigilance, yield satisfactory results with me.—*H. M. Hale.*

The only form of punishment I ever deem necessary is censure before the whole school, followed by report to parent if the case proves stubborn.—*W. A. Buxton.*

A thoroughly organized, *well treated* school, under a quick eye and a ready ear, seldom needs punishment. I rarely punish two alike. Do not whip. Laughter and merriment from the school are the severest things I can use.—*C. M. Ranger.*

If a penalty for whispering or idleness is needed, I generally impose fifty or one hundred words of one, two, or three syllables, as the case may be, or a page in United States History. I aim to treat my pupils with the same respect that I expect from them, and they understand me. I never threaten or promise, and seldom excuse.—*Herman Roe.*

I think it does a mischievous young chap of twelve or fourteen years of age good occasionally to take him by the collar and exercise him for a minute or two in a pretty lively manner.—*F. J. Ostrander.*

I endeavor to visit upon the offenders the obvious *results* of their own misdeeds as far as I am able.—*Anonymous.*

I recognize the past and make due allowances for the fact that boys are *boys* and girls are *girls*, and so I give them a chance for a good hearty laugh now and then. I have very little trouble with misdemeanors, and have not whipped a boy or girl in any department for five years.—*W. K. Wickes.*

Dealing with whisperers is hard work. We allow to all pupils who obtain an average of ninety per cent. in attendance, deportment, and recitation for one month, one holiday in that month. Whispering takes grade from deportment; hence it costs a pupil to whisper. Our best method of checking whispering is to give the pupils all they can do, and then watch them and see that they do it. *Eternal vigilance is the price of good order.—J. W. McKinnon.*

I take pains always to be kind even under provocation. I take every means to preserve the pupil's self-respect and arouse it if dormant. I usually inform a pupil of his punishment privately unless the disorder has attracted general notice. I seldom point disorder unless it is necessary to do so to prevent general disorder. I notice the first attempts to take liberties. I never punish a pupil until I am positive he is guilty, and then never allow the first word of excuse. I act as my own detective. I make no fixed rules of order, but when I observe a bad tendency I request that it may not occur again, and leave it to the pupils' discretion. I require each one to give attention to his own work.—*C. E. Lowry.*

If I see pupils whispering, conferring about work, or disorderly in any way, I silently mark down and detain at night. If this occurs too frequently, I refer the matter home. If much out of order, I name the pupil, requesting him to stand; then talk to him. These methods work the best of any I have ever tried.—*H. M. Enos.*

I govern by "moral suasion" as far as it will go, and when that fails I use a shingle. (This is a lumber region and shingles are plenty). We publish the names in our county paper of those who are neither absent nor tardy. This serves as a stimulus with some to keep them in school.—*Newton Wiest.*

If a pupil in my room is caught whispering, I give him a chance to talk by asking him questions and compelling him to stand until he answers.—*J. B. Mechling.*

I have no rules and no punishments for my pupils. An expression of disapproval of any misconduct is all I give.—*E. L. Wells.*

When little fellows will persist in communicating—let them be caused to learn a piece to be spoken before the school at the time when it will punish them worst.

Communication is forbidden by the printed rules of the district. Scholars violating the rules are suspended and required to bring a written statement signed by a majority of the board before being reinstated. Badges of honor are given at the close of the term to those who have been faithful.—*G. A. Osinger.*

When it is necessary for me to resort to corporal punishment, with my watch in one hand I stop one-half minute between blows.—*Anonymous.*

If I find a boy acting *mean*, that is, doing wrong knowingly and intentionally for spite, I shake him up without comment, and I do not take pains to be *easy* about it. A large boy or girl with average intelligence must comply like a gentleman or lady with *all* school requirements, or make room for some one who will act decently. I try to be prompt and decided but kind and reasonable in every movement about the school room.—*W. H. Campbell.*

I don't whip much. There are many ways to punish that are so much better. I don't intend to have a pupil outgeneral me in any way. Having been through boyhood myself and knowing something of it, I

make it a point to beat any boy or girl at any game he or she may start, and make him feel so small that he will not try to repeat it. I have a seat for bad cases of whispering that cures by making it impossible. I study such punishments as can be protracted at pleasure without injury to the pupil; and that is more satisfactory than any other mode. A boy hates to be led around by a string, which makes him an object of ridicule (that I sometimes allow and sometimes suppress). To keep a boy from being spoken to by his mates will become monotonous after a few days; but it requires care to see that the order is obeyed. The general law is "beat them," but not with the rod.—*S. M. Knowles.*

Commending the good is a strong means of preserving a high standard.—*S. P. Bates.*

My rule is, "Punish seldom and judiciously." Remove if possible the causes of misdemeanor, and the necessity of punishment no longer exists.—*T. J. Walsh.*

Some teachers are successful in breaking up fighting by tying the arms of the offenders for a period.

One teacher with whom the author has had correspondence cured a boy of running away from school by taking the boy home with him and keeping him for three or four days.

I attach no penalties to the various misdemeanors of the schoolroom, but try to keep the room quiet by keeping quiet myself.—*L. E. Irland.*

Two of the oldest boys of my school in the excitement of snow-balling got into a fight. My attention was directed to it in time to check it before either was seriously hurt. After school was called I informed them that the penalty for such an action was whipping. In the afternoon, having previously provided two rawhide whips, I called out these two boys who had engaged in fight, together with others who had seen it, into the hall, informing them that it was well for the whipping to occur under the very tree where the fight occurred—to which we then repaired. Arriving there I told them that the custom of whipping for fighting was of ancient origin, and that even the scriptures said "An eye for an eye" and "a tooth for a tooth," that we should abide by the custom; but as blows were painful to flesh, and yet as some person or thing must receive the flogging I was persuaded that the tree which had no nerves should receive the castigation. I thereupon required each to give the trunk of the tree 50 blows with a rawhide as hard as he could strike. Panting and blowing, at fifty strokes they were tired out and punished with a punishment that lasted, for it was a long while before they heard the last of it from the boys who witnessed it and from the community.—*Anonymous.*

A certain teacher had a pupil who was annoying in that the boy was impudent and disobedient. One evening he detained the boy after school, and having talked to him for some time in regard to his offenses, got him with tears in his eyes to admit that he had done wrong and was deserving of punishment. Thereupon the teacher took his pocket blank-book and wrote

upon a fresh page the following: "For being impudent I deserve a punishment." "For being disobedient I deserve a punishment." He asked the boy if he was willing to subscribe to it, which, the boy assenting, he was requested to sign; and he did. The teacher then told him that at any future time he should feel at liberty to administer those punishments, but would not that evening. After a few days, when the boy gave evidence of growing careless, the teacher asked him very suddenly one day if he recollected the conversation of a previous evening, and the boy responded that he did, the teacher informed him that he was ready to attend to *one* of the punishments right then and there, which he did in perfect good nature and with good grace. The boy never needed the other.

The teacher's private blank-book is a thing of great importance in the eyes of the pupils, and to have their names taken by him and placed upon a "black list" in it, is, to some, exceedingly mortifying—that they should be held so low in their teacher's estimation;—nor should their names be entered there without the pupils have opportunity to redeem themselves and have their names rubbed out or torn out.

The teacher himself can keep the deportment of the school by a system of marks by which the pupils' standing is lowered. *Ten*, *one hundred*, or *one thousand* is generally used to indicate *perfect*. In marking at the Northern Illinois State Normal University, where 100 is perfect, an "m" counts off *ten*, and an "i" deducts *five*. The teacher may use them according to his judgment, letting the marks take off respectively *five*

and *one* or any other amounts. In a State Normal School of New York 1,000 is the standard for perfect.

Before a boy is flogged he should be informed clearly and explicitly what the punishment is for, and should be convinced beyond doubt by the action of his teacher that the whipping is not done through malice or revenge, nor yet in anger. No pupil should be whipped while he is angry, for then he is not open to conviction.

Little fellows who are caught fighting may be taught a lesson which they will never forget by being given each two juicy saplings and compelled to persist in whipping each other about the legs until both are worn out. They should then be made to shake hands and kiss.—*Anonymous.*

In a primary school the author has seen two little boys, who had been fighting, called up before the school by the teacher and compelled to kiss each other twelve times upon the mouth, and at the close of school to go from the house to the gate with their. arms around each other.

Some pupils are kept in subjugation by *not knowing what may be the next move of the teacher* in case they are disobedient. They should be made to feel that there is plenty of power in reserve.

The sending of pupils from the room with an appropriate injunction is used with effect by some teachers. Especially is it a punishment when thereby they lose some exercise in which they are interested.

The promiscuous seating of boys and girls where such a thing has never been resorted to is sometimes attended with wholesome effects; not having a boy and girl in the same desk, but let the desks in a row be filled alternately with boys and girls.

The changing of a pupil's seat is effective as a punishment only as he is peculiarly attached to the seat he leaves or is placed in a seat he peculiarly dislikes.

I find that keeping a strict account and furnishing parents with a monthly statement of the pupils' deportment are, combined, the most potent remedies.—*W. E. Coleman.*

Our punishments are detention at recess and after school, seating in a chair at the front of the room, and as a last resort, punishment; and in this age of lawsuits the ferule is preferred, as the palm of the hand will show more dimly the effects of punishment.—*D. S. Elliott.*

We do not have any particular punishment for any particular offense, being governed by circumstances, using such as loss of seat, reciting to superintendent, studying in superintendent's office, sometimes corporal punishment, and last, but not least, suspension, either definitely or indefinitely.—*J. R. Trisler.*

A roll of honor may be written prominently upon the front board at the beginning of each month, in which shall be included the name of every pupil in the room. As any are disorderly during the month, their

names should be erased—all starting with their names on the roll at the beginning of each month.

When rolls of honor are published in the home paper, the requirements to entitle a pupil's name to be placed in them should be so rigid as to let it be an honor to have it enrolled therein.

Set a bad boy to doing something which he thinks is helping you, even if it is not in the line of study. Thus, have him pick up the chalk at the board, or paper on the floor, or have him look up a given list of words in the dictionary, to see if they be spelled correctly, etc.

Boys who are disagreeable upon the play ground by being overbearing, can be rendered docile by having their hands tied securely, with the order to the others that they are not to untie them. This can be continued until a change is effected.

The author has known a teacher to break up paper-wad chewing by compelling a pupil caught in the act to chew before the school and throw into the waste basket a few sheets of clean paper.

"Solitary confinement" can be *approximated* by having the disobedient pupil sent into the "entry" or hall, to ponder upon the error of his ways.

Candidly, teacher, how would it do to work upon the feelings of a bad boy, and when he is seriously sorry, have him whip you?

Have music by all means. If you cannot sing, let those lead who can.

In small places it is a good idea to have a report of the school posted conveniently in the postoffice at the first of each month to remain during the month. This may include:

NUMBER ENROLLED.
AVERAGE DAILY ATTENDANCE.
NUMBER OF ABSENCES (Days).
NUMBER OF TARDINESSES.
PUNISHMENTS.
NUMBER OF VISITORS.
—*Signed by the Teacher.*

Old people sometimes like to see their names in print as well as young ones. It is therefore a good policy to publish the names of visitors occasionally, if you desire to have parents frequent the school.

Never make the study of the Bible a punishment.—*Page.*

When scholars do wrong it is sometimes best to withhold immediate reproof, but to describe a similar case in general instruction.—*Page.*

Avoid those punishments which, from their nature, imply in the inflictor a *love* of prolonged torture.

In making programmes, indicate the work of the class that is *not* reciting as well as that which is.—*Hand-Book Denver Public Schools.*

I believe that the honor of a whole room can be appealed to and a state induced so that a pupil who is disorderly in absence of the teacher shall be made to feel the contempt of the whole room.—*Anonymous.*

Noisy boys who delight in making a disturbance or unnecessary confusion in passing out can be punished and reformed by being allowed to pass *alone*, one step at a time, as the teacher taps the bell or counts.

I have practiced during the past year giving the pupils their monthly report cards in the order of the pupil's rank in scholarship, with a few words of comment. The effect has been to stimulate most of the class to make an effort to improve.—*Anonymous.*

Corporal punishment is a delicate and serious measure in school management, and would better in most cases be relegated to the homes.—*Hand-Book Denver Public Schools.*

A friendly rivalry for excellence in reports with neighboring schools can be used as a powerful auxiliary in school management, especially where the schools compete for superiority in attendance and punctuality. These are things which admit of little dispute, being based on *fact.* Grades in scholarship and deportment are matters of opinion.

In higher grades encourage the establishment of a a school library or a school cabinet of curiosities. These can be supplied by direct contribution of the pupils or patrons, or the books for the former may be

purchased out of school money arising from school exhibitions or entertainments. Have an encyclopædia, a dictionary, and a gazetteer by all means.

Use the first five minutes of a recitation for review.

Avoid governing too much.

I use the following method: A sort of currency called *merits* was established, and every exercise had its value. Every child knew exactly what he was entitled to in ordinary cases; and, in extraordinary cases a fair valuation was made. I always exercised the right to do justice in particular cases. Every term it was understood that a certain sum called the merit fund would be distributed among the pupils in proportion to the number of merits each received. Of course the value of a merit depended upon the total number obtained by all the scholars. If the fund was $10.00 and the number of merits 60,000—sixty merits would be equal to one cent. This in a pecuniary point of view was next to nothing; and yet it was sufficient to induce every pupil to take good care of his exercises, and led to a more careful attention to the school record.—*Fowle's Teachers' Institute.*

In conducting a recitation it is assumed that the class is an organized assembly with the teacher as chairman. No scholar has a right to the floor (using parliamentary language) till he is recognized by the teacher. The raising of the hand signifies that he wishes to obtain the floor, but does not give him a right to it without the assent of the chairman. The teacher should be

particularly watchful on this point; otherwise scholars conceive that whenever they raise their hands they may speak. Thus the object of raising the hand is defeated and disorder is the result.—*Holbrook's Methods.*

There is connected with the high school of Fostoria, Ohio, a reading room, which is open from 8 A. M. to 5 P. M., for the accommodation of the pupils of the schools. It has two daily papers and nearly all the leading periodicals of the day. This method has been taken to prevent the reading of trashy literature by the pupils. The periodicals are obtained by subscription from pupils and teachers.

The large bell or warning should be rung for five minutes before the opening of the school in the morning and afternoon and before the close of the recess, that all may have due notice and time to repair to their seats and be ready for work at the tap of the small bell by the teacher. Always be prompt in calling to order.

A bad boy can frequently be reformed by having confidence reposed in him. Let him do something that assists you or some pupil when you observe that he is inclined to be out of order. The nature of the work assigned to him must depend on the boy. Convert thus indirectly his propensity for doing bad into a desire to do good.

It must be deeply impressed upon the mind of the child that it is *unjust* for *one* to do what all may not properly do. The school is a little community; here

should be taught the fundamental principles of true liberty and civil government. Let the pupils feel that you are willing to give them the greatest liberty consistent with the general welfare. Teach them that the boy or girl who attracts the attention of a seat-mate by whispering to him is infringing upon the rights of others. When this lesson is learned a great step has been taken toward the accomplishment of our purpose —the abolishment of whispering.—*J. B. Estee.*

WHISPERING:

1. Keep the pupils busy.
2. Treat them politely.
3. Consider whispering as disorder simply.

—*D. G. Wright.*

By allowing one or two minutes at the close of each recitation, or each half-hour's work, for communication, it is not a difficult matter to secure practical *non*-communication for the rest of the time.—*Indiana School Journal.*

The school is a true democracy. No rule or law should be passed without the consent of the governed. If pupils do not realize it to be their duty to obey a command it will not be obeyed. Before requesting anything of a pupil cause him to see that it is to his advantage to do it. My best success in school government is in having few rules and none to which the school does not give its consent. Thus, the pupils are thrown upon their own responsibility and learn to *govern themselves*, and are better prepared for the duties of life when they become men and women. Al-

ways give your pupil a chance to do what is right. It is the teacher's duty *to teach* not *to govern.—G. W. Hœnshel.*

A teacher asked me: "What is your remedy for noisy slates?" And I told her as follows:

I write to the mother (by impression from hektograph) about thus: "Mrs. ——: The clatter of slate-frames prevents the quiet which is necessary for study; therefore we are trying to have all our slate-frames covered. I would consider it a great favor if you would put a binding of woolen goods—either new or old,—on this slate, and send it back to-morrow."

I tell the children the necessity of quiet slates; put the name of each mother on the notes, send the notes and slates home by the pupils, charging them to bring their slates back,—covered,—the next day. Sometimes they come back with "Mother didn't have time," "Ma didn't have any suitable goods," "My ma didn't have time." Then I take the strip of goods I have myself prepared, take thimble, needle, and coarse black thread from the desk, give up my resting minutes to the work of covering slates; and before the first week has passed, our slates are quiet for the year.—*School Journal.*

CHAPTER X.

ABSENCE AND TARDINESS.

I admit no tardy pupils for half an hour (unless they have a written excuse) and then mark them absent for half a day, and send a printed blank to parents for their excuse for tardiness or absence, which the pupils must return.—*J. C. Gregg.*

Our teachers use their united efforts to prevent absence, mostly by visits to parents, which meet with good results. Pupils tardy are required to report to the superintendent after school hours, and in his presence make up lost time by some useful exercise on the black-board, and here the tardiness is reduced to a minimum.—*J. R. Trisler.*

I find that having the scholars go through some interesting exercise in the morning, such as marching, has a good effect in preventing tardiness.—*A. W. Sullivan.*

A scholar tardy to-day without an excuse, loses his seat to-morrow; a scholar absent recites all his back lessons before he joins his classes.—*C. M. Ranger.*

For absence the pupil loses his recitation credit, and is consequently lowered in rank on monthly report. For tardiness I sometimes keep the pupil for double the time lost.—*Anonymous.*

For tardiness we use emulations—prizes—making up double time, copying fifty lines from the cyclopedia, etc.—*Anonymous.*

When pupils can be made to look upon unnecessary absence and tardiness as decidedly discreditable and improper, there is little further trouble from these sources.—*Anonymous.*

"Attend to business or *leave*" is the rule at the Kansas Agricultural College, Manhattan, Kan.

The best way to prevent tardiness of which I know is to educate pupils against it.—*Anonymous.*

The thing with us which directly bears on the attendance inside the school is that absences count zero in recitation except those excused for sickness. Pupils are ranked monthly.—*Anonymous.*

To prevent tardiness I give credit marks to those who are early, and sometimes tell a story, or have a song sung to incite them to be early.—*Judson Durham.*

I require tardy ones to remain at night and make up time by study, never excusing them short of ten minutes, and sometimes twice the time tardy. For absence I require the pupils to make up lessons lost on first day

of returning; at least, make them study them and put a good dose of those into next monthly examinations, when if they fail, I put them back.—*H. M. Enos.*

We show to the class that a pupil who has been absent is behind, by giving questions to him, and I find that it has a good effect. I appeal to the reason and better feelings of the pupils.—*J. B. Mechling.*

The best rule that I can give for punctuality and attendance is to make the school a more desirable place than any other.—*Anonymous.*

I find that if pupils are required to register their tardiness they will try to be more punctual. I have on the black-board near the door a diagram like this:

TUESDAY, DECEMBER 23, 1881.			
A. M.		P. M.	
PUPIL'S NO.	MIN. LATE.	PUPIL'S NO.	MIN. LATE.

Each tardy pupil as he come in steps to the board and puts down his number of minutes late. This is copied into the register in the evening.—*W. E. Cochran.*

Pupils who are tardy are required on entrance to write their names on the black-board, with reason for being late, and number of minutes late, and then I write the demerits for tardiness close by and permit it to remain the entire day. Boys and girls get it by

heart and tantalize each other by repeating it to them, and talk of it at home.—*W. D. Mayfield.*

In my school all the pupils want to sit on the back seats, therefore I say, "Any one who is out two days will lose his seat, one from the front taking it if he is punctual."—*H. L. Bemis.*

To prevent tardiness I say, "I will not tolerate it," and I succeed well. Moral suasion, shame, sarcasm (*sparingly*), loss of all recess except three minutes are slight punishments. When these fail I try an application of a brush to the calves of the legs.—*Anonymous.*

Unless assured the tardiness was unavoidable, tardy pupils are not admitted, and four half-day absences suspend them until they obtain permission of the board to enter.—*S. P. Hutchinson.*

Let a tardy song be learned by the school to be sung on the entrance of a late pupil.

My school time is five minutes slower than railroad time. I arrive at the school house at 8; find the house in order for school and pupils enough there for me to commence upon. Every pupil is commonly at work upon his lesson at 8:40. Roll-call occupies from five seconds before 9 to 9 o'clock. Each one who is not present at roll-call, coming in afterward, remains after the other scholars have gone, to have his attendance entered upon the schedule. This detention is not a penalty inflicted for being tardy, but to enable me to have the schedule show the attendance correctly. By

the time I have my schedule, pen and ink duly ar-arranged, and the attendance entered, the other pupils are one-fourth mile from the school house. Tardy ones have lonely walks. Cases of tardiness are rare.—*B. G. Roots.*

For tardiness in our intermediate grades, deprivation of the customary recess, increasing as the tardiness increases, thus: First time, one recess; second time, two. We do not, under any circumstances, keep a scholar in during a whole session.—*C. S. Wilder.*

Impress upon their minds that tardy pupils make tardy men and women—that tardiness will produce negligence and carelessness, that in being tardy at school they are forming the habit of going through life tardy, always behind time, their work always crowding them to such an extent that they will never in their lives get ahead of it and have a resting spell.

When the teacher observes that two or three are not present, he might introduce some pleasant little exercise out of the regular routine of work, which will be enjoyed by all, and about which they will afterward talk, so as to cause those who are late to see when they come that they have missed something interesting.

The author is acquainted with a teacher who requires tardy pupils who do not bring with them satisfactory excuses to write upon the black-board their names and the number of minutes tardy as follows: For the first tardiness, five times; for the second, ten; for the third, twenty; for the fourth, forty, etc. Thus,

John Smith, who comes in late, steps to the blackboard and writes, by the direction of the teacher, the following:

JOHN SMITH, tardy eight minutes.
JOHN SMITH, tardy eight minutes.
JOHN SMITH, tardy eight minutes.
JOHN SMITH, tardy eight minutes.
JOHN SMITH, tardy eight minutes.

Knowing that his punishment is increased each succeeding time, he lets his tardinesses be few and far between. The teacher should have the names written neatly, and so systematically as to be easily counted.

Or, make him (the tardy one) figure up, if he can, the total time lost if the school had been as late as he, and how much it would be worth at 20 cents per hour, etc.

In cases of often repeated truancy, when the teacher has the co-operation of parents, a good antidote is to give the pupil a statement each night, directed to the parent, stating that the pupil has been in attendance during the day. This should be attended to with never failing regularity so that the parent may know for a surety that when his child brings home no statement at night he has been delinquent at school during the day. A mention of any good thing the pupil has done during the day would also have a wholesome effect.

A tardy roll might be kept in a prominent part of the room, headed, according to circumstances, something like the following: "Thoughtless, careless, pupils. We have no pride in the report of our room." Those

who come in late being required to sign their names beneath in order. The names should be erased monthly.

We suspend four days for unnecessary absence and detain a half hour after school for tardiness.—*C. E. Lowry.*

In no case should the pupil be kept after school to make up time lost by tardiness when he can see that it is as much a punishment for the teacher to remain as for him. It should be arranged at such a time as will appear to inconvenience the teacher the least.

The better the school the fewer the absences.

In graded schools, consisting of two or more rooms, a friendly wholesome rivalry can be awakened sometimes by indirect methods. Thus, two neat and attractive pictures might be supplied by the Board of Education, each to remain respectively in the room which had during the previous month the fewest cases of absences or tardiness. By this means the pupils themselves are interested.

I strive to encourage a friendly competition among the pupils by *ranking*, making it a punishment (great to them) to incur a demerit or diminution in their standing which absences or tardinesses from any required exercises always bring.—*Anonymous.*

So strong is the desire among the pupils to keep down tardiness that a child dreads the frown of the rest of the school in going in late.—*Anonymous.*

We depend more upon enthusiasm for school work to prevent tardiness than any other means.—*J. Fairbanks.*

Badges of honor are given at the close of the term to those who have been punctual.—*Anonymous.*

For tardiness I require a written excuse from the parent, and have a personal interview with the pupil. —*Anonymous.*

We make it so thoroughly unpleasant for a tardy scholar, we seldom have a case.—*B. L. Dodge.*

Monitors report those absent or tardy. Pupils dislike to have their names mentioned thus publicly, and make an effort to be punctual.—*W. H. Beach.*

Reason would dictate that there should be no bodily punishment for absence or tardiness except where parents fail to excuse, and then only in extreme cases.

A pupil may be sent home for his excuse when tardy.

Or, in extreme cases, be deprived of the privilege of entering.

Attendance and punctuality go together, and are equally important; neither must be secured at the expense of the other. As a rule, rewards and punishments are of little avail. Regular attendance is absolutely necessary to make thorough scholars, and punctuality is just as necessary to avoid disturbance of regular

school work. First, the teacher must be thoroughly in earnest; he must be enthusiastic. He must be always at his place; he must *never* be tardy; he must be prompt and exact in everything he does. Second, the teacher must make school work pleasant and attractive. By personal influence with his pupils he creates a "Pride in our School." He appoints a committee on attendance and a committee on punctuality. He gets the community interested by his influence over his scholars, and by his acquaintance and talks with parents.

The following is the plan in use by a graded school of eight departments: At the afternoon recess of each day, each department teacher sends to the principal a report of the attendance, punctuality and average of her school for the day. The principal summarizes these, placing the highest average at the head of the list, and furnishes each teacher with a copy of the same; this is read to the school and shows the relative average of each department. At the end of the school months, similar monthly reports are made. The department having the highest average is given a neatly-framed "Roll of Honor, No. 1," which is hung in the room for the coming month. Each department has its "Roll of Honor," the number corresponding with the average attendance and punctuality. The strife is as great to avoid getting a low number as to secure a high number. When absences or tardinesses occur, the teacher or principal or both talk kindly with the scholar, learns the true cause of the absence or tardiness, and shows an unselfish interest in the scholar's welfare. Frequent communication with parents

and visits to them will secure their good will and co-operation. With the good will and help of both scholars and parents, the average attendance and punctuality can be raised as high as it is possible to be brought in a healthy and normal state of affairs.

CHAPTER XI.

SAYINGS OF EXPERIENCED EDUCATORS.

The teacher should creat an interest in study, incite curiosity, promote inquiry, prompt investigation, inspire self-confidence, give hints, make suggestions, and tempt pupils to try their strength and test their skill.—*Wickersham.*

Never punish when angry.

Subscribe for some educational journal.

Require prompt and exact obedience.

The true order of learning should be: First, what is necessary; second, what is useful; third, what is ornamental. To reverse this order is like beginning to build at the top of the edifice.

Never indulge in anything inconsistent with true politeness.

Human perfection is the grand aim of all well directed education. The teacher should have ever present

the ideal man whose perfection he would realize in the children committed to his care, as the sculptor would realize the pure forms of his imagination on the rough marble that lies unchiseled before him.

Remember that your work, if done aright, will make you a complete man or woman; it will, like any business, give you a better judgment, more information, and a wider range of thought.

Avoid all undue self-sufficiency.

Avoid *servile* imitation of any model.

Never attempt to teach too many things.

Ask two questions out of the book for every one in it.

Let every lesson have a point, either immediate or remote.

Activity is the law of childhood; accustom the child to do, and educate the hand.

Guard against prejudice on entering a school.

Never speak in a scolding, fretful manner.

The teacher must understand that on which he operates.

Never use a hard word where an easy one will answer as well.

Make the school room cheerful and attractive.

Do not allow pupils to direct their own studies.

Remember that your capital is your health, your education, your liberty, your determination to brighten and improve yourself and your power to teach others.

Proceed from the known to the unknown, from the particular to the general, from the concrete to the abstract, from the simple to the difficult.

Avoid reciting for a pupil or class; it will do the pupil no more good than to eat his dinner for him.

Teach your pupils how to study and think systematically and connectedly.

Remember that in teaching, as in everything else, you must have a good deal of capital invested to obtain large proceeds.

Never tell a pupil to do a thing unless convinced he can do it.

Never let your pupils see that they can vex you.

Cultivate faculties in their natural order; first form the mind, then furnish it.

Remember that you ought to be more deeply interested in your school every day, as every business man is in his business.

Avoid invidious comparisons of one child with another.

Remember that your duty consists not in keeping your pupils still and getting replies to questions, many of which you could not answer yourself.

Never be slow to commend a pupil for good work or deportment.

Teach self-government. It is the only government.

Speak grammatically to your pupils; speak kindly, too.

Never let any known fault go unnoticed.

Be prompt in beginning and dismissing.

Leisure is sweet to those who have earned it, but burdensome to those who get it for nothing.

Cultivate a pleasant countenance.

He that studies books alone will know how things *ought to be*. He that studies men will know how things *are*.

Reduce every subject to its elements; one difficulty at a time is enough for a child.

Cultivate the voice, eye, ear and hand; avoid loud, harsh speaking or singing.

As the treasures of knowledge are mainly contained in books, pupils should be early taught how to use them. The rapid, discursive and thoughtless manner in which books are now read by our youth is one of the greatest obstacles to the progress of a sound education.

Never magnify small offenses.

Do not be hasty in word or action.

Teach both by precept and example.

Proceed step by step—be thorough; the measure of information is not what the teacher can give, but what the pupil can receive.

Know what you desire to teach.

Teachers should be judged not by the amount of knowledge which they seemingly impart, but by their efforts to induce the child to acquire knowledge for himself.

Other things being equal, the most intelligent are the most industrious.

Do not continue recitations beyond the regular time appointed for them.

Govern by quiet signals as far as possible.

Natural fitness for the duties of the teacher should be the first consideration by those intending to enter the

profession. No amount of training can compensate for natural deficiencies. Earnest determination to excel may do much to stimulate one on against his natural bent; but, when a crisis comes, the artificial character so laboriously induced will break down, and the unfitness of the teacher will become apparent to himself and his district.—*W. E. Bellows.*

The common schools are the stomachs of the country in which all people that come to us are assimilated within a generation. When a lion eats an ox the lion does not become an ox, but the ox becomes lion. So the emigrants of all races and nations become Americans, and it is a disgrace to our institutions and a shame to our policy to abuse them or drive them away. —*Henry Ward Beecher.*

The teacher is like the crutch; its object is not to support the child through life, but to support him until he has strength enough to walk without it.—*Educational Weekly.*

The marking down of courses of study, and the calculation of per centages, have given the public the idea that education is synonymous with the acquirement of an amount of information. The fixing of a course of study has done an infinite deal of harm. Subjects should be studied, and even these may be so pursued as to render the advantage a mere verbal one.—*N. Y. School Journal.*

Every thought and action of your life, from infancy to manhood, has a bearing more or less direct on your

work as a teacher. In other words, the teacher commences to develop an influence and constantly adds to his character that which will make him either a good teacher or an inferior one.—*G. Dallas Lind.*

The one thing indispensable to the success of a school is a good teacher.

The knowledge demanded for the successful conduct of even a primary school is varied and extensive.

It is incumbent upon all teachers to continually study and improve themselves.

To teach, whether by word or action, is the greatest function on earth.—*Channing.*

The tap root of a system of government in school is to furnish all with employment that is interesting to them, and at the same time conducive to their highest mental and moral development. To keep the imps of mischief away, put the angel of business on guard.—*G. Dallas Lind.*

An enthusiastic teacher can rouse a lethargic class or room in a few moments, and a great exertion to overcome personal languor for a little while can make the whole day a success in lessons.

Teachers should learn how to read character, how to read the dispositions of each pupil, and how, therefore, to manipulate each one in the best manner to secure the highest success.—*Nelson Sizer.*

The teacher need say little about government. A system of rules laid down is of more harm than good. —*G. Dallas Lind.*

Do not encourage pupils to report each other for misdemeanors.

Experience is beginning to show that teaching, like every other department of human thought and activity, must change with the changing conditions of society or it will fall in the rear of civilization and become an obstacle to improvement.—*James Johonnot.*

Now, I believe that a school, in order to be a good one, should be one that will fit men and women, in the best way, for the humble positions that the great mass of them must necessarily occupy in life. I do not care how much knowledge a man may have acquired in school, that school has been a curse to him if its influence has been to fill him with futile ambitions.—*J. G. Holland.*

Do not lower yourself, but endeavor to bring your pupils up to your level.

Never attempt to ferret out mischief without being successful.

The teacher, while he does not make a show of watching his pupils, should ever be on the alert to detect departures from propriety and at once check them. A firm stand at the beginning is of great importance.—*G. Dallas Lind.*

The teacher should observe closely the results of his plans and note where they are successful and where a failure, and should govern his future accordingly. Let him review each evening the work of the day and try and find a mistake he has made, and resolve to do better the next day.—*G. Dallas Lind.*

Make no noisy assertions of authority, and do not threaten. Be quiet, but be firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little, but do what you say you will.

The faithful and competent teacher never fails to secure the confidence, respect, and even affection of his pupils. He is, as he ought to be, esteemed "in place of a parent." He is thought to be infallible. He ought, therefore, to be correct.—*Wm. H. McGuffey.*

If you would profit by what you read and think, write your thoughts down. It is a good habit always to read with a pen or pencil in hand. Many an idea is lost because not written down.—*G. Dallas Lind.*

The moral impressions made by the indirect method of teaching need be supplemented by direct lessons bearing upon the same subject. In teaching morals the same laws prevail as in teaching other branches. The mind must first be trained to observe, compare, and classify facts, and then to draw inferences from them.—*James Johonnot.*

See that pupils in discussing or reciting a subject use proper language.

The teacher should teach pupils to govern themselves, and only when his best endeavors to this end fail should he resort to coercive measures.—*G. Dallas Lind.*

Have no pet pupils.

See that the recitations are as nearly perfect as possible under existing circumstances.

I have found to make my pupils work heartily with me and feel that our interests are one, is to treat them with uniform courtesy and respect. It takes time and patience before the good results are seen, and I suffer many discouragements and heart-aches, but I do think that little by little it cultivates in them a self-respect, a kindness of feeling, and habits of courtesy toward others which gives a happier atmosphere to the room and stimulates them to better work.

When the lesson is assigned, explain somewhat its more difficult features, and show pupils how to study it to advantage. Lacking this preliminary aid, they will needlessly waste much time and energy and perhaps come to the recitation discouraged.

The great conspicuous evil practice in our schools, once almost universal and still widely prevalent, is that of obliging pupils to commit to memory the words of the text-book. This practice seems to have its origin either in the ignorance or indolence of the teacher, and is one calculated directly to stultify, rather than expand, the mind.—*James Johonnot.*

Lectures upon teaching, talks upon methods, etc., may greatly aid in securing their object, but it is practice only, under the eye of criticism, that will make successful oral teaching.

Object-lessons, giving pupils ideas and thoughts with which they are already familiar, are to be avoided. The interest of a lesson depends very much upon its novelty; and if this element is wanting, there is very little left to create a permanent impression.—*James Johonnot.*

Avoid wounding the sensibilities of a dull child.

Never lose your patience when parents unreasonably interfere with your plans.

Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give them specific information. You will be very short-sighted if you do not imitate their example.

The teacher who finds not pleasure in the pursuit of his profession, or in the action of his intellect, would better quit the profession at once, and engage in some other pursuit.—*G. Dallas Lind.*

Give due credit to those who work with and for you for what they do.

If you cannot make study attractive to your pupils, quit the profession.

The teacher who possesses the ingenuity to contrive plans and methods is wise, but he exhibits the more wisdom who studies the peculiarities of his pupils, so as the better to know and adapt his teaching to each individual mind.

Convince your scholars by your actions that you are their friend.

Take especial care that the schoolhouse and its appendages are kept in good order.

Study to acquire the art of aptly illustrating a difficult subject.

Never deprive a child of anything of value without returning it at the proper time.

In all things, set before the child an example worthy of imitation.

Take advantage of unusual occurrences to make a moral or religious impression.

Pull forward and not back, and lend a hand.

Be slow to promise, but quick to perform.

Do not tolerate slovenliness.

Never break a promise.

Be accurate.

Teaching pupils to draw their own conclusions properly stands above almost any other consideration.

Be thoroughly in earnest and your energy and spirit will cause interest and enthusiasm in the class.

Be courteous; do not gossip, especially about other teachers.

Never find fault without showing why, and indicating the better way.

Do not complain to the directors about little things; nor to your principal. Attend to them yourself.

Monotony in school exercises produces dull, listless scholars.

Commend often, but judiciously; never scold.

The art of teaching consists in starting the right questions and urging them along the track of inquiry toward their goal in finding the truth.

Encourage the use of books of reference by referring to them frequently yourself.

During monthly examinations, make one study topical; assign a topic and have the work written in the form of an essay.

Moral teaching should not be neglected. Direct instruction may be given in a few set lectures, by anec-

dotes or biographies of the great and good, at recitation time, in reading lessons, etc., or from books on morals and manners. Indirect instruction is given by the personal influence of the pupils on each other.

Be wise in the selection of the matter for declamation. Do not allow your pupils to memorize trash. Use only standard authors.

If you cannot speak well of your co-laborers, say nothing of them.

In difficult cases of discipline, let your pupils see that you *think* before you *act*.

You can never exhibit vexation without losing the pupils' respect.

It seems to me a most enervating practice to shrink from demanding even *irksome* attention when it is necessary.

Voluntary and conscious instruction and teaching are the handmaids of education and are ways of approaching mind.

Good examiners always judge answers by their general style as well as by their contents.

Whatever qualifications of mind and person the teacher may have, he is still lacking in a most important element of success, if he has not a quick apprehension of adapting means to ends.

All teaching of pupils "how to study," which does not demand of them their maximum efforts in practice, is a delusion and a fatal deception to the learners.

Neglect of demanding maximum amounts of work from children accustoms them to superficial scholarship.

He is most fortunate in the classroom who inspires his pupils with a zeal and determination for an increased power on the morrow's lesson.

If your work drags, take more interest in it. Away with the teacher whose daily routine is like drudgery. The *good* teacher does not complain that his business is a treadmill.

Is your dress a model of neatness and taste for your pupils?

Gentlemanly and lady-like treatment of scholars at school, upon the street, *everywhere*, will win.

It is the exception that the teacher receives, *without cause*, insolence from pupils. There is generally a lurking weakness somewhere that renders the teacher liable.

Avoid doing the reciting yourself—that should be the work of the class.

Noisy recesses can be obviated by allowing and encouraging *instructive* games or puzzles.

Remember that when you may be thinking least about it, some pupil is observing some action of yours which he will remember through life.

When an error has been made and corrected by the pupil who made it, the same question should be given again to him a few minutes afterward.

Have a regular specified time during each day in which you can pass around among pupils and give needed explanations and assistance.

To show a pupil that he does not know anything is often a necessary part of the teacher's duty, but it is never his whole duty.

Don't be discouraged if your work does not appear to be producing *great* results. "In due time ye shall reap if ye faint not."

Do not allow pupils to come to you with words to be pronounced, or questions to be answered, while you are busy.

Begin every recitation with an object in view and a matured plan for the accomplishment of that object.

Do not stop in the midst of a recitation to reprove a refractory pupil.

Do not be satisfied with one correction of an error.

Open the windows during recess and purify the air.

Business men often meet and consult. They have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

Supervise the study of pupils.

Give the last few minutes of the hour to the assignment of the lesson. Be judicious as to length of lesson assigned.

Detecting errors is not correcting them.

Drill when about three facts have been communicated.

Add something to the text-book at every recitation if possible.

Be moderate in all things.

The "thank you's" and "if you please's" of school intercourse are more important than might at first thought appear.

Do not answer questions in asking them.

Concentrate the pupils' work on fewer subjects and thus develop the power of continuous work.

Test the pupil's advancement in an art by calling upon him to *practice* the art, rather than *to tell how* it ought to be done.

Hold well to the essential points. Be on guard against diversion from main issues. Know your scheme thoroughly and stick to it.

Be patient with those who, though they may not do as well as you desire, are yet doing as well as they can.

Do your work heartily.

The best method to adopt in teaching any subject is that by which the greatest amount of work can be accomplished in a given time.

Education pays—ignorance costs.

Distinguish between knowledge and skill; and remember that skill can be obtained only by practice.

Always do your very best.

Questions should be varied, logical, be given to pupils in a promiscuous order, be put rapidly, and should not hint the answer.

As is the teacher, so will be the school.

Classify according to scholarship, natural ability, and age. Make reading and arithmetic the basis of your classification.

We defraud ourselves when we do not rise up to the full measure of our ability.

The pupils rely on themselves when studying and writing. Don't hear a lesson unless it has been well studied. Primary classes may be exempt from this rule. Always assign short lessons.

Attend to but one thing at a time.

It is what the child does for himself and by himself, under wise instruction, that educates him.

Endeavor to improve your methods of teaching.

The most perfect clearness and definiteness must be regarded as indispensable in all stages.

Fasten every principle by frequent repetition.

Provide occupation upon parts of the lesson for each member of the class.

Never attend to extraneous business in school hours.

Time spent in making your school happy is never thrown away.

Give instruction frequently in morals and manners.

When a pupil feels that he has too many studies he is in a bad way.

The teacher who does not secure from his pupils thoroughly prepared lessons, by compulsion, if need be, has no place in the schoolroom.

The learning of arithmetic, grammar, geography, etc., is valuable; but the influence of none of these can be compared with the acquisition of good morals, business and social habits, bodily and mental.

Certainty of punishment is more effectual than *severity.*

Children must have incentives that are not remote.

Direct attention to the most important things to be noticed.

The spirit in which a thing is done is more important than the form.

The highest good of the individual pupil, so far as it is compatible with the highest good of the whole school, is regarded as fundamental in all discipline.

The pupil must be made to feel that he has mastered some one thing.

Lack of interest in study is the result of poor teaching.

Respect should be taught toward all men, under all circumstances.

It is to *make* men, not to *fill* them that we want schools.

Do unto others as ye would that they should do to you.

The boy should have an education which, when completed, will make him better prepared to pursue the work for which he is fitted, and which makes him not afraid to do it, thus dignifying labor.

Always be industrious in the schoolroom yourself.

If you are not getting the salary you think you deserve, or if you do not occupy a position which you know your talent deserves, do not slight your work and permit yourself to grow careless.

Control your school by seating it properly.

Do not march pupils around the room in getting them to their seats from a recitation when two or three steps will answer the same purpose.

Be self-possessed. If you find that from hearing a class recite, watching the order of the room, and giving individual attention to pupils you are becoming confused, stop work for a moment until the fog clears away and you can act intelligently.

Let your position of body in the schoolroom be dignified, but not stiff and formal. It is not necessary that the teacher be on his feet continually.

Avoid awkwardness in managing the body. Some teachers, to the amusement of pupils, are continually stumbling, jostling against pupils, etc. In his movements in the schoolroom, as a rule, the teacher should be deliberate and thoughtful.

In the great scramble for life, there is a notion at the present moment of getting hold of as much general superficial knowledge as you can. That, to my mind, is a fatal mistake. On the other hand, there is a great notion that if you can get through your examination and "cram up" a subject very well, you are being educated. That, too, is a most fatal mistake. There is nothing which would delight me so much, if I were an examiner, as to baffle all the "cramming" teachers whose pupils came before me.

It seems to me that one very prominent tendency of the competitive system is extremely valuable; namely, that of securing from the teacher attention to the progress of his pupils.

Do the best you can for those large boys who are in school but a short portion of each year.

Authority has a great deal to do through the whole course of school life, but we cannot command attention by simply demanding that it be given.

Discouragement has blighted the growth of many a promising mind.

The individuality of a teacher is exhibited in the way that one teacher illustrates a point differently from another—in the way he speaks—in the way he looks—in the way he thinks it may be—in the way in which his questions are conceived—in the impromptu expedients which he devises—in what, in general, is called "his way of doing things."

It is a great mistake to think that they (younger boys) should *understand* all they learn ; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man cannot usually recollect a thing unless he understands it.

Always do one thing at a time. Do not permit yourself to get confused and out of patience.

A radical mistake is made if a teacher lean on his authority in the school as the guarantee for attention by the scholars.

Be neat in all your records. Let them be a model for the succeeding teacher.

Never tell a pupil to do that which you would not wish to do yourself.

Do not measure the ability of the duller pupils to comprehend a demonstration with that of the older ones.

A vacillating policy is a sure index of a want of executive ability.

Do not allow your school to become a public nuisance by insulting travelers, or destroying fences or crops in the vicinity.

The teacher should avoid *set phrases*. They come to have no meaning for himself, and they hinder his children.

The educator of youth does not merely communicate so much instruction from year to year; he develops the receptive and acquisitive tendencies of mind which are afterwards to play their parts in the intellectual activity of the nation.

A teacher who neglects moral instruction fails essentially in one of the chief duties of his profession.

Do not attach a specific penalty to a rule, but leave that for circumstances to determine.

Protect the school property as though it were your own. It will pay.

Teaching, to be successful, must be adapted to win attention.

Garfield's educational aphorisms:

School houses are less expensive than rebellions.

That man will be a benefactor of his race who shall teach us how to manage rightly the first years of a child's education.

One-half of the time which is now almost wholly wasted, in district schools, on English grammar, attempted at too early an age, would be sufficient to teach our children to love the republic, and to become its loyal and life-long supporters.

The old necessities have passed away. We now have strong and noble living languages, rich in literature, replete with high and earnest thought, the language of science, religion and liberty, and yet we bid

our children feed their spirits on the life of the dead ages, instead of the inspiring life and vigor of our own times. I do not object to classical learning—far from it; but I would not have it exclude the living present.

Greek is, perhaps, the most perfect instrument of thought ever invented by man, and its literature has never been equaled in purity of style and boldness of expression.

The graduate would blush were he to mistake the place of a Greek accent, or put the *ictus* on the second syllable of Eolus; but the whole circle of the *liberalum artium*, so pompously referred to in his diploma of graduation, may not have taught him whether the jejunum is a bone, or the humerus an intestine.

The student should study himself, his relation to society, to nature and to art; and above all, in all, and through all these, he should study the relations of himself, society, nature, and art to God, the author of them all.

It would be unjust to our people, and dangerous to our institutions, to apply any portion of the revenues of the nation, or of the States, to the support of sectarian schools.

Here two forces play with all their vast power upon our system of education. The first is that of the local, municipal power, under our State governments. There is the center of responsibility. There is the chief educational power. There can be enforced Luther's great thought of placing on magistrates the duty of educating children.

The best system of education is that which draws its chief support from the voluntary effort of citizens, and

from those burdens of taxation which they voluntarily impose upon themselves.

Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.

Use several text-books. Get the views of different authors as you advance. In that way you can plow a broader furrow. I always study in that way.

The student should first study what he needs most to know; the order of his needs should be the order of his work.

This generation is beginning to understand that education should not be forever divorced from industry; that the highest results can be reached only when science guides the hand of labor. With what eagerness and alacrity is industry seizing every truth of science and putting it in harness.

Grecian children were taught to reverence and emulate the virtues of their ancestors. Our educational forces are so wielded as to teach our children to admire most that which is foreign, and fabulous and dead.

At present the most valuable gift which can be bestowed on women is something to do which they can do well and worthily, and thereby maintain themselves.

Is it of no consequence that we explore the boundaries of that wonderful intellectual empire which encloses within its dominion the fate of succeeding generations and of this republic?

The children of to-day will be the architects of our country's destiny in 1900.

CHAPTER XII.

FORMS.

In the graded schools, and frequently in the common district schools, the attendance is so large as to make necessary the use of some additional school "machinery" not heard of in the management of country schools. This is of course to be adapted to the school; the amount of machinery required depending altogether upon the number of pupils and teachers in the school. Were there but ten pupils in attendance, the teacher very easily could inquire personally into the causes of absence and tardiness, could himself supervise the order of the pupils in the schoolroom, could inform parents individually of the progress of their children, could write out in full the certificates of work done, etc; but as the number of pupils increases, the difficulty of doing this becomes proportionately greater.

Therefore the necessity of reducing the matter to *System.* The following blank forms have been selected from a large number, and include those that are useful in the successful management of the *average graded school.*

In case a pupil is absent or tardy, and at the next

session thereafter presents no excuse for the delinquency, the following is recommended as a blank to be filled out and sent by the pupil himself (or by some other if he is not trustworthy) to his parents:

Perry Public School.

_____ *Department.*

_____ *188*____.

Mr. _____,

_____ *was*

_____ *on* _____

A pupil's progress in school depends to a great extent on his punctuality. To prevent tardiness and absence and to keep a perfect record of every pupil, we should know the cause of each failure to be present. Will you please fill out the blank below and return to me? Respectfully,

_____ *Teacher.*

*M*_____

_____ *was* _____

on account of _____

_____

_____ *Parent.*

Or the following, to be used in like manner:

Delphi Graded Schools.

*Delphi, Ind.,*_____*188*____

*M*_____

The following is one of the rules of the Board of Trustees, for the government of the school:

SEC. 5.—ABSENCE AND TARDINESS. When any scholar in the Grammar or High School is absent two days, or their equivalent in parts of days, or any scholar in the Primary School is absent three days, or their equivalent in parts of days, in four consecutive weeks, without excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused *either by his own sickness or by sickness in the family, or to avoid serious and imprudent exposure of health*, he shall be reported to the Superintendent for suspension.

In estimating absence for suspension, one case of tardiness shall be equivalent to one half day's absence.

No pupil being suspended shall be restored till the parent or guardian has given satisfactory assurance that the pupil will be punctual in future, and has obtained permission from the Superintendent for him to return.

_____*has been*

_____

_____*without valid excuse,*

I therefore send you this notice, as I am required to do by the rules of the Board.

Very respectfully,

_____*Teacher.*

*Room No.*_____

he may be promoted with his class at the close of the term, his progress in_____for the past month not being satisfactory, as will be seen from the record below:

Average Recitations.....
" Examinations.....
Monthly Standing..... } Standard 100

Promotion does not depend solely on the final examination, but quite largely on the pupil's daily work.

Hoping to receive your co-operation, I am,
Very respectfully,

_____*Teacher.*

Loss of Grade on account of Scholarship:

Meadville Public Schools.

_____*Department.*

_____*188*____

*Mr.*_____

*It is my duty to inform you that your*_____ _____*has failed to make the required standing in*_____*class, and according to the rules and regulations of the school, has been placed in the next*

lower grade. Should_____prove_____self in that class one month to be worthy_____may again regain_____lost position.

Very respectfully,

_____*Teacher.*

Restoration to Grade:

Meadville Public Schools.

_____*Department.*

_____*188____*

*Mr.*_____

Your_____having shown_____ proficient in the____Grade,____Class, has been restored to_____former position in_____Class, _____Grade.

Respectfully,

_____*Teacher.*

As a notice of bad conduct the following is given:

Public Schools of Junction City.

_____*Department.*

_____*188*____

*Mr.*_____

*I am sorry to inform you that*_____ *causes me much trouble by*_____

_____

I have used all the mild means in my power to correct this fault, but thus far without satisfactory results. Your attention is now called to the matter, in the hope that your influence may prevent more serious trouble.

Very respectfully,

_____ *Teacher.*

Notice of Warning of Suspension.

Public Schools of Junction City.

_____*Department.*

_____*188*____

*Mr.*_____

*It is my duty to call your attention to Secs.*_____ *of the enclosed rules of the Board of Education, and to*

notify you that_____is upon the point of suspension under the rules. I sincerely hope it will not be necessary to suspend h____, and that with your co-operation we may avoid all future violation of said rules.

Very Respectfully,

_____*Teacher.*

Notice of Suspension:

Public Schools of Junction City.

_____*Department.*

_____*School.* _____*Grade.*

*To*_____

*I hereby report to you the suspension of*_____ _____, *aged*____*years, for the following reasons:*

_____

_____

_____

_____

_____*18*____.

_____*Teacher.*

Certificate of Membership in School.

This is to Certify

*That*_____

IS A MEMBER OF

The Junction City Public Schools.

_____ *188*__

*Class*_____ *Grade*_____ *Rank*_____

_____

Superintendent.

CERTIFICATE GIVEN ON COMPLETION OF THE WORK OF A CERTAIN GRADE.

Promotion Certificate.

DELPHI PUBLIC SCHOOLS

_____ 188_

_____ having passed satisfactory examination in the studies of _____ Class, _____ Grade, is admitted to the _____ Class, _____ Grade.

_____

_____

If this Certificate is presented at the beginning of the term, it will be a ticket of admission to the Class above named.

A. W. DUNKLE,
Superintendent.

_____ *Teacher.*

MONTHLY REPORT OF TEACHERS TO PRINCIPAL.

DELPHI PUBLIC SCHOOLS.

Report to the Superintendent for the month ending

_____ 188__

1. Number at any time in School during the month { boys..... / girls..... } .....
2. Average number belonging ....
3. Average daily attendance ....
4. Per cent. of attendance ....
5. Number of days absence ....
6. Number of days presence ....
7. Number of pupils neither tardy nor absent ....
8. Number of cases of tardiness ....
9. Number of pupils tardy ....
10. Number of pupils reported to parents ....
11. Number of accessions during the month ....
12. Per cent. of Punctuality ....
13. Whole number enrolled — boys..... girls..... Total .....
14. ....

.....Grade, Room.....

_____ *Teacher.*

☞ Teachers will please fill the blanks and hand in this report before leaving the building on Friday evening, at the close of the month.

Griggsville Schools.

Pupil's Report of Deportment, for the term commencing _____.

Name, _____

DAYS.	1ST MO.	2D MO.	3D MO.	4TH MO.	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Averages					

_____ *Teacher.*

The reverse side of the above card might contain columns of figures to be used in spare moments during the day for mental exercises in addition, subtraction, etc., in which all could take part.

SPECIMEN REPORT CARDS.

FRONT SIDE.

PERRY * PUBLIC * SCHOOL.

Report of _____, *in Class* _____, *in the*

_____ *Grade, for the term beginning* _____, *188*__.

_____ *Teacher.*

MONTH ENDING	½ DAYS ABSENT.	TIMES TARDY	SCHOL-ARSHIP.	DEPORT MENT	PARENT'S SIGNATURE.
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Six consecutive half day absences unexcused constitute a withdrawal from School.
Deportment average should never be less than 100. Scholarship above 90 is very excellent.

_____ *Principal.*

REVERSE SIDE.

STUDIES.	1st mo.	2d mo.	3d mo.	4th mo.
READING				
ARITHMETIC				
SPELLING				
WRITING				
GRAMMAR				
GEOGRAPHY				
PHILOSOPHY				
ALGEBRA				
RHETORIC				
CHEMISTRY				
HISTORY				

Co-operation of parents is earnestly requested in all school matters, especially in the punctuality, good behavior and progress of their children.

PUBLIC SCHOOLS, ATLANTA, GEORGIA.

Summer Hill School,____Grade. *A. B. Clark, Prin.*

*Monthly Report of_____for the term ending_____*188

	Times Absent.	Times Tardy.	Attendance.	Deportment	Reading.	Spelling.	Arithmetic.	Geography.	Grammar.	Compositio	History.	Elocution.	Writing.	Drawing.	Music.	Gen'l Average.	Highest Avg in Class.	Gen'l Average of Class.

_____*Teacher.*

NOTICE TO PARENTS.—Scholars absent more than three days, or tardy more than three times in any school month, without satisfactory excuse, will lose their seats. Those who fall below 65 per cent. in any one study, or whose general average is less than 85 per cent., will not be promoted with their class at the end of the school year.

The first four grades have two lessons to be learned at home, requiring about two hours of study; the fifth and sixth grades one lesson, requiring one hour. Parents are requested to co-operate with teachers.

Parent's signature on reverse side. **R. MALLON, Superintendent.**

JUNCTION CITY PUBLIC SCHOOLS.

This report indicates the general efficiency of the pupil's school work: (1) general average above that of the class is good, equal to that of class is fair, below that of class is poor, relatively; (2) general average 90 to 100 is good, 80 to 90 is fair, 75 to 80 is poor, and standing below 75 is a failure; (3) two consecutive failures will cause loss of standing in the class.

Parents are requested to confer frequently with the teachers on the school work.

GRADE CARD. .....TERM, 188....

Name.....

Grade..... *Class*..... *Pupil's Term No*.....

Month Ending	No. days present.	Times Tardy.	Deportment.	Spelling.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	U. S. History.	Physiology.				Average Examination.	Average Recitation.	Monthly Standing.	Average of Class.	Rank.	PARENT'S SIGNATURE.
.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
For term	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....

GRIGGSVILLE HIGH SCHOOL.

*REPORT OF*_____*FOR MONTH*

*ENDING*_____188__

Av. Scholarship,_____	Deportment,_____
Times Tardy,_____	Days Absent,_____

SCALE, 100.

BLUE CARD, SCHOLARSHIP EXCELLENT; RED, GOOD; YELLOW, MEDIUM; GREEN, POOR.

TO PARENTS.

Your frequent presence in the schoolroom would be encouraging to both pupils and teachers, and your co-operation in our work would greatly incr ase its efficiency. You are earnestly requested to examine this report carefully, and to encourage your children to greater efforts in the future, by bestowir g such praise as their standing deserves.

_____ PARENT'S SIGNATURE.

_____ *Teacher.*

R. M. HITCH, PRINCIPAL.

REVERSE SIDE.

GRIGGSVILLE HIGH SCHOOL.

AVERAGE

In each Study Pursued during the Month.

SPELLING.....	*ANALYSIS*.....
PHYS. GEOG.....	*RHETORIC*.....
HISTORY.....	*DECLAMATION*.....
PHYSIOLOGY.....	*CIVIL GOV'T*.....
ALGEBRA.....	*BOTANY*.....
GEOMETRY.....	*GEOLOGY*.....
NAT. PHILOS'Y.....	*LATIN*.....
CHEMISTRY.....	*DRAWING*..... ....
ZOOLOGY.....	*TRIGONOMETRY*.....
BOOK-KEEP'G.....	*ENG. LITER'TURE*....
ASTRONOMY.....	

EXAMINATION - - - - .....

RANK IN SCHOOL - - - - - .....

The above card should be in four colors — Blue, Red, Yellow and Green, to correspond to four degrees of excellence in scholarship.

The pupils each month receive a card.

REPORT OF DAILY RECITATIONS, TO BE SENT TO PARENTS MONTHLY.

_____ *Grade.*

Record of _____

For _____

	Reading.	Spelling.	Arithmetic.	Geography.	Grammar.	History.			
1.....									
2.....									
3.....									
4.....									
5.....									
6.....									
7.....									
8.....									
9.....									
10.....									
11.....									
12.....									
13.....									
14.....									
15.....									
16.....									
17.....									
18.....									
19.....									
20.....									

O'HARA PUBLIC SCHOOL,

Cor. 25th and Smallman Streets, 12th Ward, Pittsburgh.

*Monthly Report of*_____*for the year*

*beginning*_____*18*____ *Room No.*_____ _____*Class.*

For the Month endi' g	Merits.	Relative Stand'g in Class.	No. of Pupils in Class.	Grade in Lessons.	Grade in Deport't	Times Late.	Days Absent.	The Parent or Guardian is requested to Sign opposite each Month.

In "Deportment" and "Lessons," 1 signifies excellent; 2, good; 3, unsatisfactory; 4, bad; 5, very bad.

We request constant and punctual attendance; that Parents visit the school; that they examine and sign this report as often as presented.

_____*Principal.* _____*Teacher.*

MARSHALLTOWN PUBLIC SCHOOLS

PUPIL'S REPORT CARD.

*Report of*_____

*Member of*_____ *Grade,*_____ *Class, Room No.*_____

_____ *Ward, for half year ending*_____ *188*__

_____ *Teacher.*

	1st Mo	2d Mo.	3d Mo	4th Mo	5th Mo	Examination.	Term Results.
Days taught.....	.....	.....	.....	.....	.....	.....	.....
Times tardy.....	.....	.....	.....	.....	.....	.....	.....
Days Absent.....	.....	.....	.....	.....	.....	.....	.....
Days Present.....	.....	.....	.....	.....	.....	.....	.....
Reading	.....	.....	.....	.....	.....	.....	
Spelling	.....	.....	.....	.....	.....	.....	
Writing.....	.....	.....	.....	.....	.....	.....	
Geography	.....	.....	.....	.....	.....	.....	
Grammar	.....	.....	.....	.....	.....	.....	
Arithmetic.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	
Work.....	.....	.....	.....	.....	.....	.....	
Average Scholarship	.....	.....	.....	.....	.....	.....	
Rank in Class	.....	.....	.....	.....	.....	.....	
Pupils in Class.....	.....	.....	.....	.....	.....	.....	

*Mo. Av.*____, *Ex.*____, *Work*_____, *Pro-*

*Standing*_____, *Rank*_____, *Class.*

*moted to*_____ *Grade,*_____

SCALE—95 to 100, very good; 85 to 95, good; 75 to 85, medium; 65 to 75, poor; Below 65, very poor—and unless improvement is made, the standing will be forfeited.

Deportment—habits and parent's signature on reverse side.

Public Schools of Black River Falls.

*REPORT of*_____

*for the*_____*weeks ending*_____*1879.*

_____*Teacher.*

Reading	
Spelling	
Arithmetic	
Geography	
Language	
Penmanship	
Algebra	
Philosophy	
Physiology	
Geometry	
Scholarship	
Deportment	
Per cent. of Attendance	
General Average	
No. of Half-days Absence	

Parents will please examine, sign and return this report as soon as possible.

_____

[PARENT'S SIGNATURE.]

HAVE YOU SEEN THEM?

Hunter's Helps to History:

OR HISTORICAL GAMES WITH CARDS

ON THE HISTORY OF THE UNITED STATES.

By D. ECKLEY HUNTER, Supt. Public Schools, Washington, Ind.

SIX EDITIONS HAVE BEEN PUBLISHED.

They have been sold in every State in the Union, and every Territory except Alaska. Thousands of teachers have testified to the benefits they have received from them.

THE CHILDREN ARE DELIGHTED WITH THEM,

And are thus induced to study History with new zeal.

THE NOON HOUR, Which often hangs heavily upon both teacher and pupil, is passed pleasantly and profitably in playing Historical Games and searching the books for events suggested on the cards.

Can They be Used Profitably in the School Room?

They certainly can. Many of the games are only varieties in the TOPICAL METHOD of recitation. This variety constitutes the game, keeps up the interest, gives greater freedom of speech, and reaches more pleasantly the same end that is attained by the ordinary recitation.

There are twenty games, not difficult to learn. They impress historical events and dates upon the mind.

What do Those Say that Have Used Them?—Here it is:

TEACHERS.—"They act like a charm with my history class." "They reduce history to a system." "I use them in my history class with good results." "They enabled me to get 100 per cent. in history when I was examined." "I can't afford to be without them while I teach history."

PARENTS.—"That is what I call profitable amusement." "I always had the different wars mixed up in my mind, but this brings them out right." "I never before could remember dates."

CHILDREN.—"They are twenty times as good as Authors' Cards, for we can play that game and nineteen others." "I have learned more history from these Cards in three evenings than in a month's reading."

THE PRESS.—We are certain that people are not generally aware of the amusement and instruction to be found in games with Historic Cards, else the present edition would be exhausted in a month.—*Peru Republican.*

No one who has to do with children can invest sixty cents in any better way for amusement than in purchasing a set of these cards.—*New York Educational Journal.*

WHERE CAN THEY BE HAD?—A box containing a full set (60) of the cards, with directions for playing all the games will be sent by mail for 60 Cents. Address

A. FLANAGAN,

163 RANDOLPH ST., CHICAGO.

PRACTICAL ETIQUETTE.

PLAIN, SENSIBLE, RELIABLE, COMPLETE.

REVISED AND ENLARGED.

SEVEN NEW CHAPTERS ADDED.

EVERY question that can possibly arise in regard to the customs of good society is answered in it. It does not contain a rule that should not be observed by every lady and gentleman, and it does not omit a rule that any lady or gentleman should know. It is written by a lady of sterling Christian character, and is worthy of a place in every household.

SYNOPSIS OF CONTENTS;

CHAP.
I.—General Hints.
II.—Rules of Conversation—Dress—Marriage.
III.—Introductions — Calls and Cards — Visiting.
IV.—Habits at Table—Evening Parties.
V.—Rule of Politeness for Young Children.
VI.—Letters, Notes of Invitation, etc.
CHAP.
VII.—School Room Etiquette.
VIII.—Correspondence, Applications, etc.
IX.—Additional Hints on General Topics.
X.—Etiquette of Courts.
XI.—Wedding Anniversaries.
XII.—Balls, Dances.
XIII.—Parties.
XIV.—Mourning, Funerals, etc.
XV.—Forms—Social.

The Testimonials from individuals and from papers of the highest standing are the most highly laudatory we ever read of any book. We can give only a few of them:

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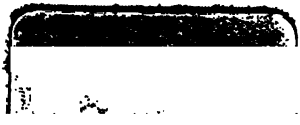
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